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1903

# INSTALLATION

PRESIDENT JOHN HUSTON FINLEY  
OF THE COLLEGE OF THE CITY OF NEW YORK

LAYING OF THE CORNER STONE OF  
THE NEW COLLEGE BUILDINGS

SEPTEMBER 29  
NINETEEN HUNDRED AND THREE



Albert J. Perry.











*John B. Finley*

*President 1903*



New York City College.

THE INSTALLATION  
OF  
JOHN HUSTON FINLEY, LL. D.,

AS PRESIDENT OF THE COLLEGE OF THE  
CITY OF NEW YORK

AT CARNEGIE HALL

AND THE LAYING OF THE CORNER STONE OF  
THE NEW COLLEGE BUILDINGS

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SEPTEMBER TWENTY-NINTH  
NINETEEN HUNDRED AND THREE



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1903

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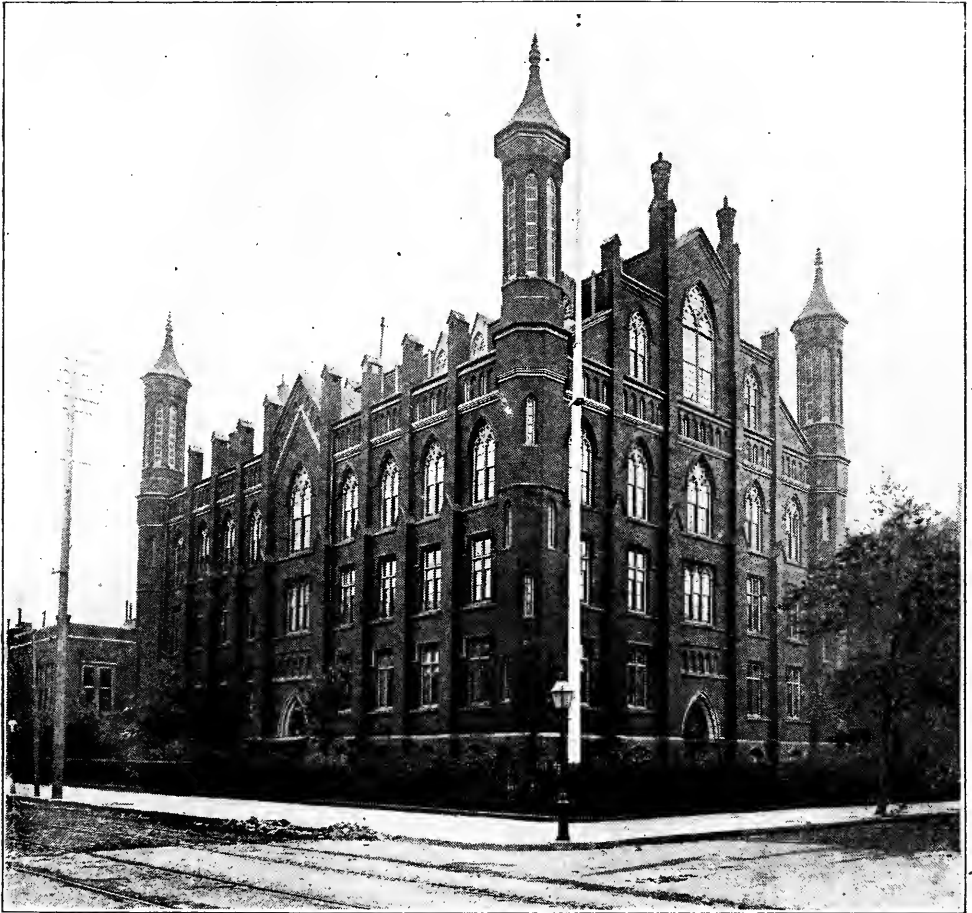
EDWARD LAUTERBACH	HENRY W. TAFT
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INSTALLATION  
JOHN HUSTON FINLEY, LL. D.  
NEW YORK  
SEPTEMBER 29, 1903







THE OLD COLLEGE



## MARSHALS

The following Marshals had charge of the reception of guests at Carnegie Hall and at the Laying of the Corner-Stone on the College grounds.

### *Marshal-in-Chief*

Charles E. Lydecker, '71

### *Chief Faculty Marshal*

William Stratford, Ph.D., '65

### *Faculty Marshals*

Charles A. Doremus, A.M.,	Lewis F. Mott, Ph.D., '83
M.D., Ph.D., '70	William G. McGuckin, '69
Ivan Sickels, M.S., M.D.,	John R. Sim, '68
Ph.D., '74	Stephen P. Duggan, Ph.D.
Charles A. Downer, Ph.D., '86	Frederick G. Reynolds, Sc.M.
Carleton L. Brownson, Ph.D.	Paul L. Saurel, Sc.D.
Samuel Hanaway	Walter E. Clark, Ph.D.
Edward G. Spaulding, Ph.D.	A. I. Dupont Coleman
John J. McNulty, Ph.D., '81	Arthur Bruckner, M.E.

*Installation of John Huston Finley, LL. D.*

*Chief Alumni Marshal*

Lewis Sayre Burchard, '77

*Alumni Marshals*

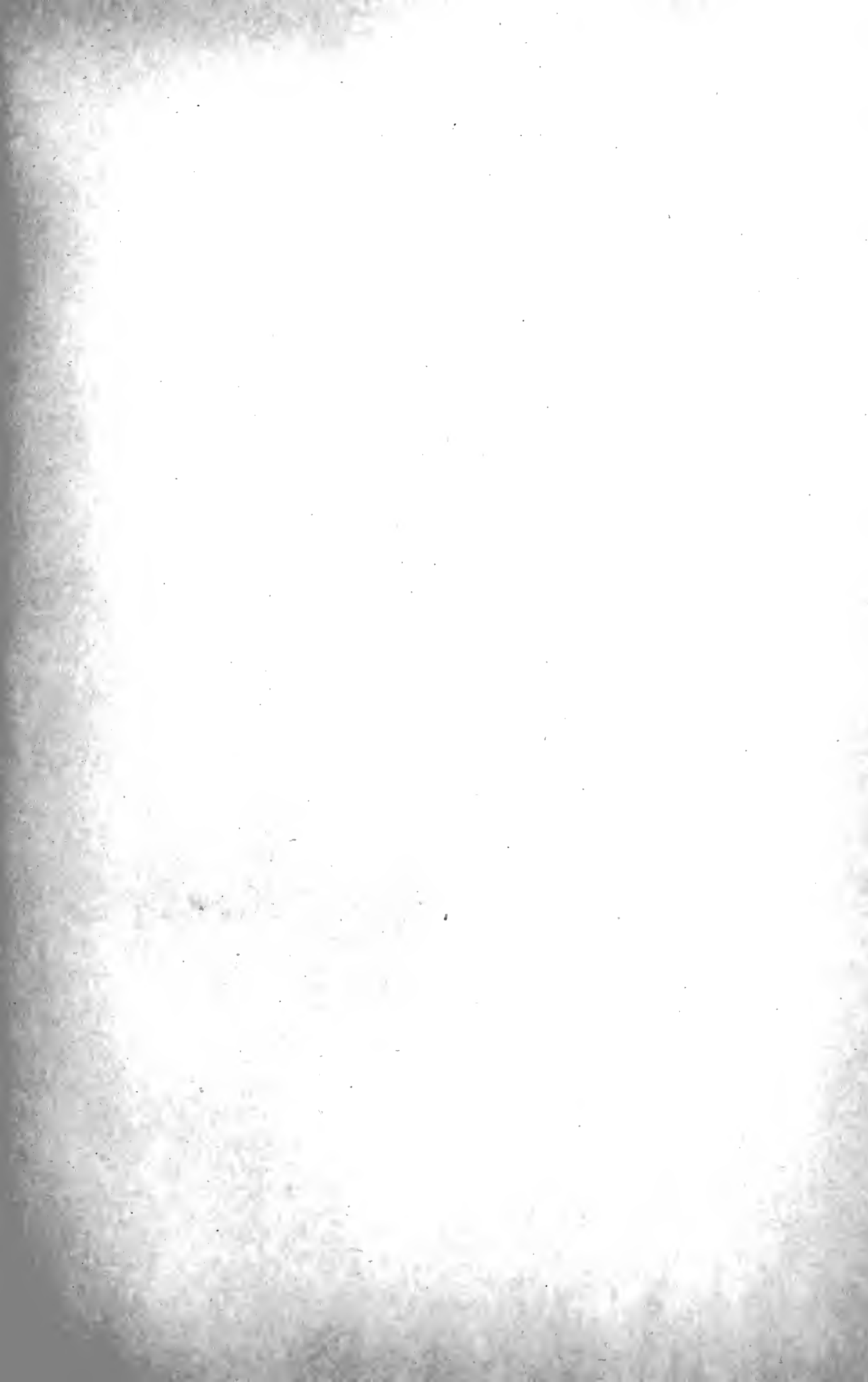
Alex. P. Ketchum, A.M., '58	Edward M. Colie, '73
Horace E. Dresser, A.M., '59	Ferdinand Shack, '74
Ephraim A. Jacob, '64	W. J. Underwood, Jr., '74
Charles A. Flammer, 64	Henry H. Man, '74
M. H. Cardozo, '64	Wilbur Larremore, '75
John M. Knox, '68	Vernon M. Davis, A.M., '76
George B. Fowler, M.D., '69	William H. Kenyon, A.M., '76
Frank Keck, '72	Julius M. Mayer, '84
Henry N. Tift, '73	Charles Murray, '84
J. Sherman Battell, 73	J. Van Vechten Olcott
D. S. Ritterband	

*Chief Student Marshal*

John M. Battell

*Student Marshals*

Ben Hur Lease	William Fendrich, Jr.
Harry P. Mela	Kenneth Groesbeck
Edward C. Brenner	Louis Goldstein
Frank Boylan	Jacob Lippman
Arthur B. Baum	Edward B. Levy
John G. Dyer	Jacob A. Segal
David Feifer	Leo G. Steiner
Samuel H. Geist	Samuel A. Shear
John C. Green	Abraham M. Tobias
Harry C. Halstead	William Wall
William I. Heller	Julius L. Wolff
Elias Hartman	John V. Walsh
Franz G. Lachmund	William J. Walker





THE OLD CHAPEL

# ORDER OF PROCESSION

The procession was formed by the Marshal-in-Chief, Charles E. Lydecker and his assistants in the various assembly rooms at 10.20 a. m.

The several divisions of the procession were constituted as follows:

## FIRST DIVISION

### *Members of the Senior Class*

## SECOND DIVISION

### *Alumni representatives and other guests not specified in other divisions*

Thomas J. Grout, '53	E. C. Burlingame, Editor.
Giles M. Gray, '53	A. Augustus Healy, Art Commissioner.
Rev. Joseph Anderson, '54	Joseph Howard, Jr., Pres't New York Press Club.
Everett P. Wheeler, '56	Charles R. Lamb, Municipal Art Society.
Cleveland Abbe, '57	John A. McCall, Pres. N. Y. Life Ins. Co.
Theodore A. Blake, '58	S. S. McClure.
Henry Edwin Tremain, '60	Alrick H. Man, '78 Member Board of Education.
J. Seaver Page, '62	Henry Rutgers Marshall, Art Commissioner.
W. H. J. Sieberg, '65	Rev. Henry Mottet, '69, Pres. N. Y. Historical Society.
Richard R. Bowker, '68	Walter H. Page, Editor,
G. Holmes Crawford, '68	A. Phimister Proctor, Art Commissioner.
Louis P. Gratacap, '69	Herman Ridder, Editor Staats Zeitung.
Robert Abbé, '70	Rev. Samuel Schulman, '85
J. Hampden Dougherty, '71	Dr. Albert Shaw.
Julius J. Frank, '71	Louis Stern.
E. E. Olcott, '73	Spencer Trask.
Samuel Lachman, '74	John DeWitt Warner, President, Art Commission.
Isaac Fromme, '74	
Richard L. Sweezy, '74	
Rev. Richard P. Williams, '74.	
Nelson S. Spencer, '75	
Hanford Crawford, '75	
Rev. Charles K. Clearwater, '76	
J. Alexander Stitt, '78	
Joseph H. Wade, '83	

## THIRD DIVISION

*Guests : The Clergy, Officers of the United States, Officers of the United States Army and Navy, Officers of the State of New York and the City of New York*

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|--|--|
| R. Ross Appleton,<br>Ex-Commissioner.                          | James H. Eckles.   |
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| Otto C. Bannard,<br>Ex-Trustee of the C. C. N. Y.              | Matthew J. Elgas,<br>District Sup't, Board of Educa-<br>tion.            |
| Theodore M. Banta,<br>Civil Service Commissioner,<br>N. Y. C.  | Nathaniel A. Elsberg,<br>Senator, Fifth District.                        |
| John Barrett,<br>U. S. Minister to Argentine.                  | John E. Eustis,<br>Commissioner of Parks, The<br>Bronx.                  |
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| Henry J. Bischoff,<br>Justice, Supreme Court.                  | Thomas W. Fitzgerald,<br>Justice, Court of Special<br>Sessions.          |
| Rev. Dr. Cyrus Townsend Brady,                                 | Homer Folks,<br>Commissioner of Charities.                               |
| John T. Buchanan,<br>Principal, DeWitt Clinton High<br>School. | Charles V. Fornes,<br>President, Board of Aldermen.                      |
| Rev. E. C. Burleigh-Hart.                                      | Leonard A. Giegerich,<br>Justice, Supreme Court.                         |
| Charles C. Burlingham,<br>Ex-Trustee of the C. C. N. Y.        | Rev. C. L. Goodell,<br>Methodist Episcopal Church,<br>Brooklyn.          |
| James C. Byrnes,<br>Examiner, Board of Education.              | Edward J. Goodwin,<br>Principal Morris High School.                      |
| Major John J. Byrne,<br>"A. D. C." Governor's Staff.           | John Greene,<br>Member Board of Education.                               |
| Jacob A. Cantor,<br>President of Bor. of Manhattan.            | Walter P. Gunnison,<br>Principal, Erasmus Hall High<br>School, Brooklyn. |
| Col. John Schuyler Crosby,<br>Ex-Trustee of C. C. N. Y.        | Dr. Alexander Had den  |
| Frank Damrosch,<br>Supervisor of Music, Public<br>Schools.     | Louis F. Haffen,<br>President Borough of the Bronx.                      |
| Rev. A. P. Doyle,<br>St. Paul's R. C. Church.                  | Thomas L. Hamilton,<br>County Clerk, N. Y. County.                       |
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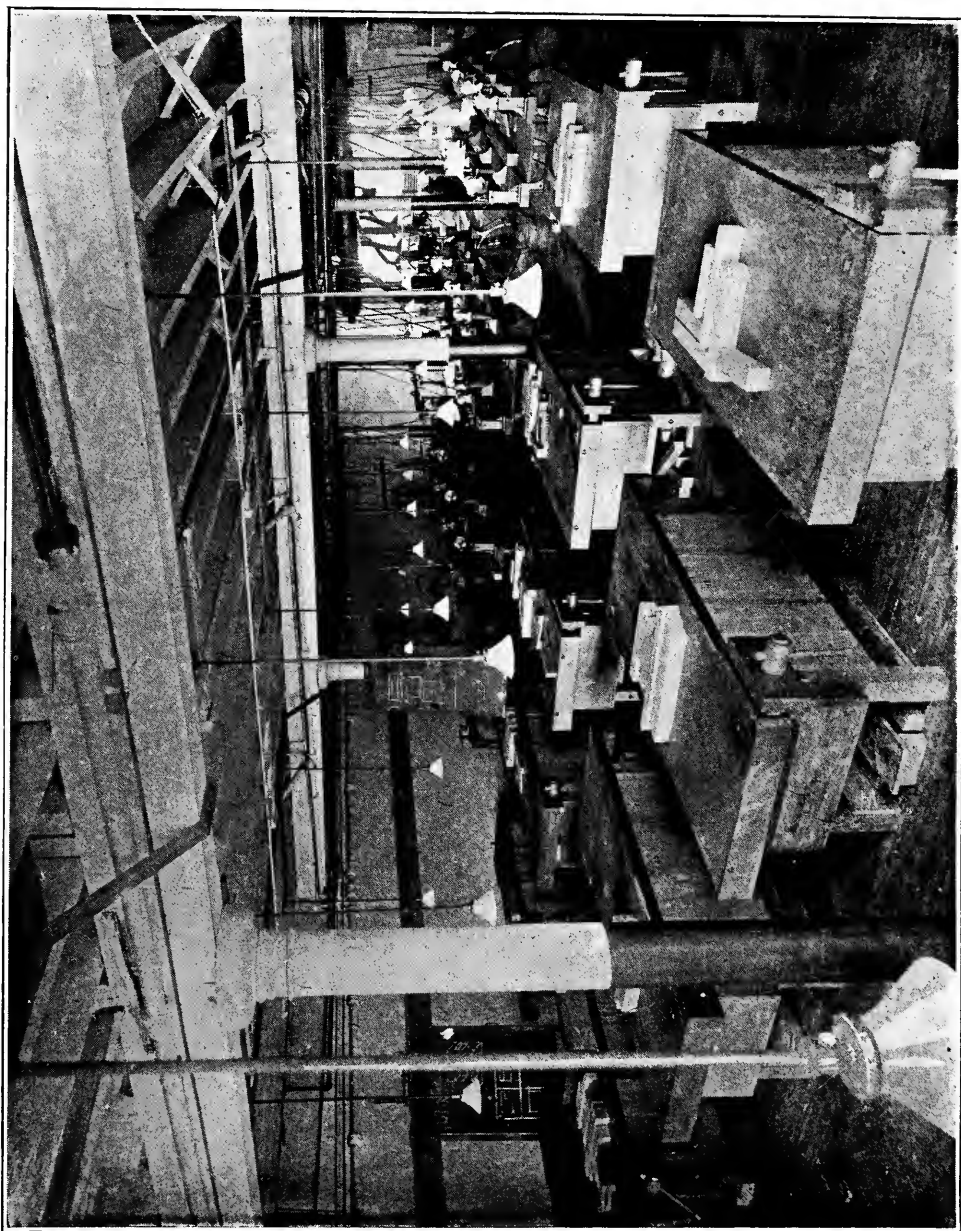
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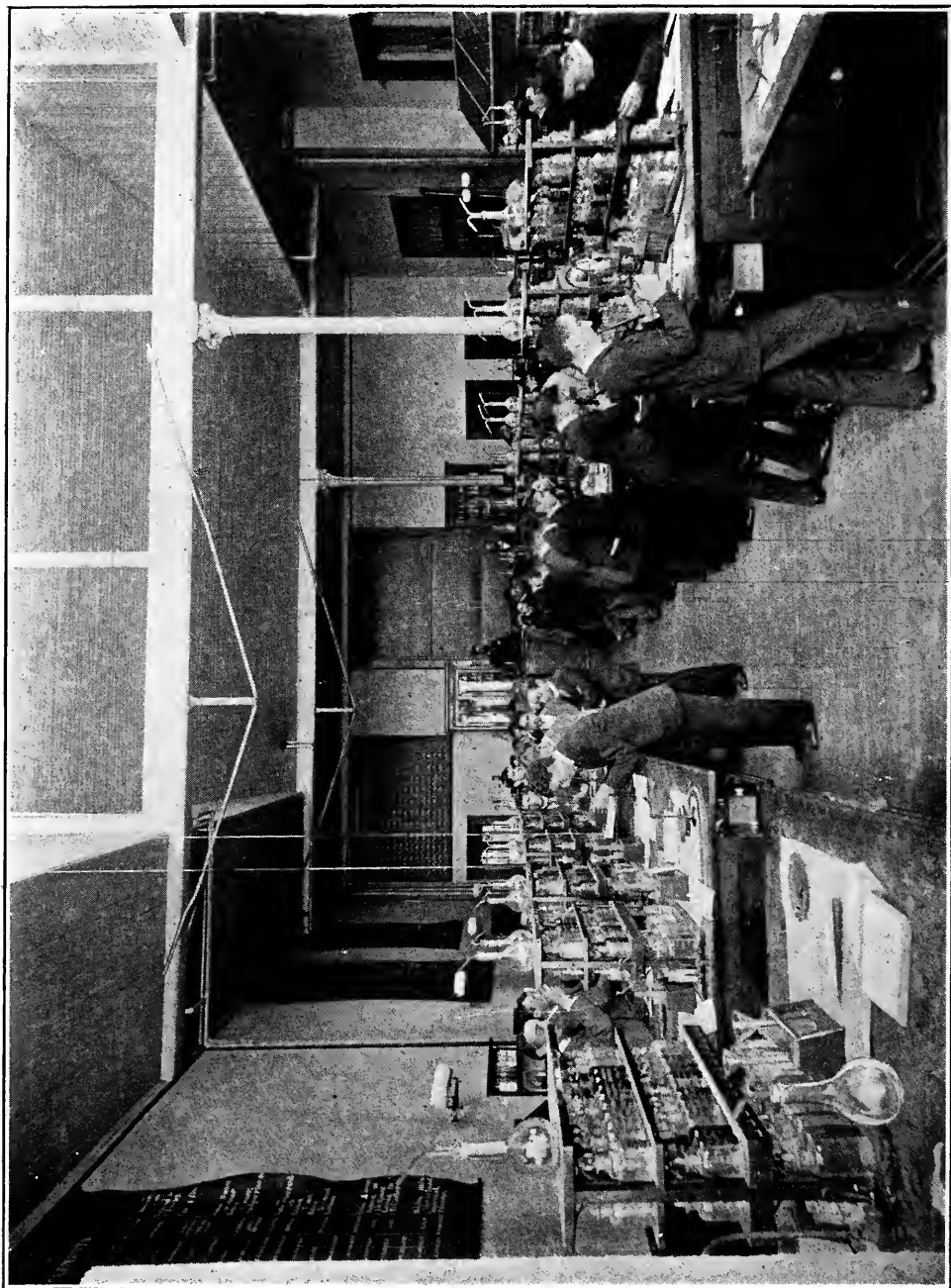
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## PROGRAM

PRAYER by the REV. HENRY VAN DYKE, D.D., Professor  
Princeton University.

### MUSIC

ADDRESS on behalf of the Trustees, by EDWARD LAUTERBACH,  
A.M., Chairman of the Board.

*Presentation of the Seal of the College, and  
Installation of the President.*

ADDRESS on behalf of the Faculty by ADOLPH WERNER, Ph.D.

ADDRESS on behalf of the Alumni by J. HAMPDEN DOUGHERTY.

ADDRESS on behalf of the Students by KENNETH GROESBECK.

### MUSIC

ADDRESS by CHAUNCEY M. DEPEW, LL.D., Regent of The  
University of the State of New York.

ADDRESS by ARTHUR TWINING HADLEY, LL.D., President  
of Yale University.

## PROGRAM

(CONTINUED)

ADDRESS by NICHOLAS MURRAY BUTLER, LL.D., President  
of Columbia University.

### MUSIC

ADDRESS by JACOB G. SCHURMAN, LL.D., President of Cornell  
University.

ADDRESS by IRA REMSEN, LL.D., President of Johns Hopkins  
University.

ADDRESS by GROVER CLEVELAND, LL.D., Ex-President of the  
United States.

INAUGURAL ADDRESS by the PRESIDENT.

BENEDICTION by REV. ALEXANDER P. DOYLE, C.S.P.

### MUSIC

---

Music by the Orchestra of the Metropolitan Opera House,  
MR. NAHAN FRANKO, Director.





*Horace W. Butler*

*President 1849 to 1869*

PRAYER BY THE REV. HENRY VAN DYKE, D.D.  
OF PRINCETON UNIVERSITY

Let us invoke the blessing of Almighty God:

ALMIGHTY GOD, who hast given unto our eyes the light of another day wherein to serve Thee and our fellowmen, give unto our hearts, we beseech Thee, the light of heavenly truth, that all our thoughts, desires and purposes may be guided by Thee in wisdom and in virtue, for Thy glory and the good and blessing of the world.

Eternal and sovereign Lord, Thou great Jehovah, who art from everlasting to everlasting and beside whom there is no other God, from Thee cometh all power and authority, in Thee dwelleth all judgment and strength. By Thee alone the good devices of men are established and confirmed, and without Thy benediction no human work can prosper. Thou art the Master of all good workmen, the Lord of all just rulers, the Instructor of all wise teachers, the Friend and Father of all true men. Grant, therefore, unto us, Thy servants of every church and name and race, Thy Divine blessing in the special work of this day and hour. We implore Thy favor and Thy guidance for The College of the City of New York. As Thou hast raised up good men and true to serve it in the past, so do Thou continue forth Thy mercy and Thy graces toward it in the years to come. May its counsellors be prudent, faithful and generous, its teachers earnest, skillful and full of power, its students diligent, loyal, clear-minded and clean-hearted. Send Thy rich blessing upon Thy servant who is to be put this day at the head of the college. Endow him with all the discretion and the courage, all the strength of body and of mind, all the gentleness of heart and firmness of will, all the clearness of understanding and the purity of spirit, which shall fit him for his high task.

Prosper him in all that he undertakes, according to Thy will. Give him the friendship and fellowship of all who work with him. Grant him a long and blessed life in the joy of usefulness, and so lead him in all his ways that he may lead this college into the largest and most glorious service to our city and our country and the world, making it a fountain of sound learning and discipline, and an abundant source of inspiration for noble manhood through all the years to come.

Most merciful and gracious God, who through Thy servant Jonah, and through Thy Son Jesus Christ, hast revealed Thy heart of kindness for all the multitudes who dwell in great cities, most heartily do we pray Thee for this mighty city, whose welfare and peace our hearts desire. Defend her from all her foes and deliver her from all her perils. Cast down all who seek to injure her and raise up all who seek her good. Purify her highways and her byways. Clean away all those confusions and errors which blind us to her true interests. Make the duties of citizenship plain before us. O, God! grant that the millions of men and women and little children who dwell here may be safely protected, righteously governed, wisely instructed, fairly dealt with, and kept in peace and happiness and true human brotherhood, according to the precepts of Him who taught us that whatever we would that men should do unto us, even so should we do unto them, and in whose name we pray:

Our Father, which art in heaven, hallowed be Thy name. Thy kingdom come. Thy will be done on earth as it is in heaven. Give us this day our daily bread. And forgive us our trespasses as we forgive those who trespass against us. And lead us not into temptation, but deliver us from evil: for Thine is the kingdom, and the power, and the glory, for ever and ever. Amen.



ADDRESS BY THE HON. EDWARD LAUTERBACH,  
ON BEHALF OF THE BOARD OF TRUSTEES

The Board of Trustees of the College of the City of New York, on behalf of the Faculty of the College and for itself, bids welcome to the ex-President of the United States, officers of the Army and Navy and others, who have occupied Federal office, to the Governor and other representatives of the State of New York, the Regents of the University, the Mayor and officials of the City of New York, to those representing sister colleges and institutions of learning, to all those present at this, the installation of its third President, and those who will to-day gather to witness the laying of the corner stone of the new college buildings.

The retirement, after an honorable service of thirty-three years, of President Webb, imposed upon the Board of Trustees the task of selecting a successor, one qualified in their opinion properly to conduct the affairs of the college, which, under his administration and during the long incumbency of his predecessor, Dr. Horace Webster, had so fully accomplished the work which it was organized to perform.

After an able ad-interim incumbency of the Presidency by Professor Compton, a member of the first graduating class, it was to you, Doctor Finley, not of its Alumni, but exceptionally qualified, in our judgment, to assume the responsible trust, that the presidential chair was unanimously tendered.

To our gratification, a sentiment shared by the Faculty, the Alumni, the Undergraduates and the friends of the Institution, you have accepted the appointment. To formally install you in that high office is the occasion of this assemblage.

Despite your acknowledged equipment for the place, by reason of your experience as President of Knox College, your occupancy of the Chair of Politics at Princeton, and your well-earned reputation for devotion to your profession, we were not surprised

that anxious reflection preceded your acceptance of our invitation.

The abandonment of your congenial post, to be followed at our instance by the adoption of other duties kindred in character, but infinitely more difficult, arduous and responsible, was not expected to be brought about—except as the result of your most mature deliberation.

While we unreservedly congratulate ourselves, the institution we represent, and the City of New York, of which it is the ward, we moderate our congratulations to you by frank acknowledgment of the onerous nature of the important work you are about to undertake.

In 1847, moved by the impulse for greater freedom of thought and action that at about that time seemed to actuate the whole civilized world in an exceptional degree, Townsend Harris, Joseph S. Bosworth, Robert Kelly, and their associates, members of the Board of Education, recognizing the necessity of higher education than that afforded by the grammar school, for those to whom by reason of superior ability and industry its advantages might fairly be accorded, caused to be submitted to the vote of the people the question whether a college should be founded, attendance at which should be absolutely free, and the training in which should be entirely secular and non-sectarian.

The judgment of the people was almost unanimously rendered in favor of its creation.

Immediately following this popular decree, the Free Academy was constructed to accommodate comfortably less than four hundred students, a number which it was believed would at all times exceed the demand for matriculation.

Recognizing that its pupils could not, in most instances, secure the benefit of a completed course, the curriculum, while severe in its exactions, was so arranged as to make the work of each year at least approximately complete, so that, while its alumni number only about two thousand, its actual beneficiaries exceed twenty-five thousand in number.

The high rank, especially in mathematics and in the classics, which the institution obtained, caused its misnomer as an Academy to be rectified by its designation as a college.

Limiting itself to the collegiate function of imparting instruction in "something of everything," instead of trenching upon the field of technical and special education, the legitimate province of the University, which calls for knowledge of "everything concerning something," the vital necessity for the existence of this people's college, while questioned in its earlier history, is now universally acknowledged, and its powers and attributes have been increased by the Legislature, by the Regents of the University, and by the consistent and steady encouragement of the Municipality, the latter at no time in more marked and liberal degree than by the present administration.

Under the leadership of its head, whose experience as the executive of a great University, qualified him to judge of the necessities of the College, its demands for an increased scope of usefulness, for liberal grants for building purposes, for the creation of an equitable pension fund, have been most generously met, and such measures have been adopted as will secure adequate accommodation, not only for its present two thousand undergraduates, mainly of the Borough of Manhattan, but such as will serve to bring from all the boroughs graduates of the common schools in numbers corresponding to the increased millions of our citizenship.

To this administration, emulating the example of its predecessors, and following the principles which have always maintained in controlling the attitude of the City toward the College, it will be due in great measure, Dr. Finley, that your lofty calling and your ministration to the demands for education of probably five thousand pupils will be conducted in adequate buildings, which, though simple, as in the nature of things they should be, will, in situation, in appropriateness and charm of construction, be not unworthy either of the purpose to which they are to be devoted or of the liberality and forethought of the great City, under whose auspices the destiny of the College must be accomplished.

It is only within recent years that the College, formerly directed by the Board of Education, has been confided to the care of a separate Board of Trustees.

This separation it was feared might to some extent diminish the unity of relation between the grammar, the high school and the college, causing its recognition as the summit of the common school system to be less general, and resulting in a tendency to divert from it to other colleges the orderly progression from the lower schools, and, while for a brief period justification for this fear existed, it has become the rule that the grammar school graduate, as well as the advanced high school pupil, seeks his collegiate education preferentially at the institution in which the well-rounded perfection of the whole system is sought to be attained.

But yesterday there clamored at the gates of the public schools five hundred thousand children for admission thereto, to all of whom the privilege must be accorded. They represent the exceptional cosmopolitan character of our municipality. The knout of the Czar, the scimeter of the Turk, the inability to obtain support in the land of their nativity, have driven to these shores not only the welcome eager immigrant, but the involuntary expatriate and refugee, whose children, to be assimilated and thoroughly Americanized, must be adequately educated.

From this number will be gleaned the exceptional few whose mental equipment, whose hunger for higher education and a proper regard for whose prosperity and for the development of educated leadership of those with whom they are more especially identified by race and consanguinity, shall serve to qualify for admission to the college, there to receive a free untrammelled, non-sectarian education. Here, undifferentiated from their associates, whose American ancestry may be traced back for generations, that blending of varied characteristics will take place that has so adequately served to build up and strengthen the nation.

Not so much can the physical delights of collegiate life be indulged in by these; theirs are to be years of comparative hardship and self-sacrifice, cheerfully endured in order to achieve the boon which they seek, not as an elevating accomplishment, but

as a stern necessity. That, for such as these at least, the term of collegiate educational probation should be minimized, as far as it may be without injury to the perfection and completeness of proper training, must be manifest.

When it is remembered that the period of elementary education exacted is now eight years, and that of the High School course four years (the sub-Freshman courses of the College being less by only one year, in order to satisfy the requirements of the Regents of the University, and those of professional schools), it will be seen that the age of graduation from the College is brought up to the twenty-third or twenty-fourth year.

To supplement this with proper technical education requires, in the case of the aspirant for a medical degree, four years of additional service, for admission to the bar three years, for qualification as a pedagogue or engineer two years; postponing the period for the actual initiation of a chosen professional career, not infrequently, to the twenty-seventh or twenty-eighth year, a condition that calls for the most radical remedy.

This is one of the problems, Dr. Finley, which the Board of Trustees must submit to you for solution. Whether your advice shall be that the methods which prevailed in the earlier history of the institution and which secured graduation at the nineteenth year with, it was believed, an adequate and satisfactory development, as is evidenced by the achievements of our senior Alumni, or whether some other course is to be followed, calls for earnest consideration. Whether, as in the past, admission to the sub-freshman classes shall be only permitted after rigid examination, or whether the present probationary period shall be continued, you will be called upon to assist in determining.

The details of the articulation of the sub-freshman classes of the College with those of the High Schools; the adoption of measures that may ultimately result in the divorce of the sub-freshman classes from the College proper, to become part of the general High School plan; the increase or decrease of elective subjects, and the many other vexatious and serious problems affecting the future of the thousands whose success in life it will become your duty, as it is ours, to aid, will call for the exercise of

your best energies, and will invite, as it will secure, the thorough co-operation of the Board of Trustees, at whose instance you have undertaken the elucidation of these and similar questions, and I am sure of the College Faculty. With a sense of security inspired by your sympathy with the aims of the institution, we submit the shaping of its policies to your direction. And now, in the name of the Trustees, and by their authority, it has become my duty, Dr. Finley, to confide to you the Seal of the College in token of the trust reposed in you, and in full reliance that you will maintain and promote the objects for which the institution was founded.

MR. FINLEY on receiving the Seal said:

I accept this symbol of the high and responsible office to which your Board has elected me, and into which your generous and hopeful words have formally inducted me, conscious of my own lack and frailty, but praying for that wisdom which can alone endow one for such a task, and promising to be faithful, in the full measure of my knowing and my strength, to the trust which to-day comes to me at your hands from the people of the City of New York. I believe in a higher education for the people. I believe in a higher education supported by the people. I believe in a higher education that has in its purpose the good of all the people.

#### ADDRESS BY PROFESSOR ADOLPH WERNER

##### ON BEHALF OF THE FACULTY

Mr. President:

The Faculty of the College, the Academic Senate and the whole teaching body, offer you respectful greeting. We should, of course, as in duty and honor bound, have received with official and honest welcome whomsoever our Trustees had given us. Having learned the reasons that determined their selection, we

are grateful to them for their choice and we are grateful to you for accepting the call, and we welcome you with the joy that is born of faith and great hope. And we welcome you with warm hearts. Fortunately, this ceremonial meeting is not our first. We have experienced your manner and had glimpses of your essence, and as the Sage of Concord said, the victories of character are instant.

Mr. President, we are happy to have you for our leader; yes, to have you among us. We feel that you will be not only the head of the College, but truly a member of your academic family; exalted to command, yet ready, as the great commander was, to arouse fainting spirit and revive flagging endurance by marching at the head of the column or helping to turn the wheel of a gun.

There have lived few men and few communities but have had stretches of bad road; yet we have no apprehension. From the start the City, as the President of the Board of Trustees has said, but as—the matter being vital—may be repeated, from the start the City has fostered our College with unremitting care. We have no cause and no right to imagine that she will not continue to foster it. And from the start the people of this City have furnished the material of which students are made.

The College is proud of the brilliant scholarship and splendid ability of many of its Alumni—men of light and leading—on Boards of Trustees and Faculties of colleges and universities, medical and theological schools at home and abroad, in the pulpit, at the bar and on the bench, in the management of schools and school-systems, in the scientific and technical departments of civic and national government, in fact in all professions and vocations. Most of these men—some of whom the cynicism of Jaques might call old and even the urbanity of Cicero senescent—are men of middle life. They were trained under President Webster and in the first half of President Webb's administration. Looking to lower heights—as a rule even young New York, however long its thoughts, "has not wings and cannot soar, has only feet to scale and climb, by slow degrees, by more and more the cloudy summits of the time"—we find that in the later years as

in the earlier our graduates have uniformly done well in professional schools and at universities, in civil service examinations and in civil service. And while in some few cases our diploma has been, as we are told an Oxford diploma occasionally will be, a potent of ideal wealth only, yet with vanishing exceptions our training has not unfitted men for the battle of life, not barred them from comfortable existence.

As to the present, we have no outside testimony. While intercollegiate comparisons of undergraduate muscle are frequent, there is but little intercollegiate comparison of undergraduate brain; last year there was only one competition open to the graduating classes of all the colleges of the State of New York. Still, our own observation forbids us to doubt that the men sent out in recent classes and the men to be sent out into the world of thought and action by you, Mr. President, will be successful and useful men, livers and leaders of the Intellectual Life. We would not be complacent; least of all in this presence, before these distinguished representatives of great institutions, whose excellence has long been beyond discussion and whose fame has passed national boundaries. We would only by public assertion under such control confirm the belief to which, Mr. President, you must have come before you decided to relinquish a position and an environment whose delights you knew, to live laborious days for us; we would confirm the belief that even as young men are educated to their own benefit and the benefit of society at Princeton and at Knox, so young men have been educated and may be educated to their own benefit and the benefit of society by this College which you have come to direct.

Mr. President, we shall look for your direction, ready to follow whither you shall decide to lead. We are convinced that you will be conservatively progressive, that realizing the motto on the seal that has been placed in your keeping, you will look back, look around, look forward. We are happy before this audience, before the Governor of the State which gave us our charter and the Mayor of the City, which is about to give us our palaces, before the Regents of the University of which we are a part, before these Presidents and Faculties, before our Alumni and our



Students to make public profession of our fealty. Many of the ancient forms of homage and allegiance have fallen into "innocuous desuetude," but loyalty lives in men and, let us trust, not with least potency in scholars and teachers.

President Finley, we are yours; and we trust that, while you will never cease to belong to the College in the West and the University in the neighbor State, you will be ours—ours more and more as the years are added to the years. We hope that "each with the other pleased, we may pursue our journey under favorable skies."

ADDRESS BY J. HAMPDEN DOUGHERTY, ESQ.

ON BEHALF OF THE ALUMNI.

To the cordial and affectionate welcome of the Faculty of the College, I wish to add, Mr. President, the no less heartfelt welcome of the Alumni. Their greeting, I trust, will dispel all doubt of their enthusiastic confidence and support. We, the Alumni, who represent that University sentiment which is both the flower of liberal education and the guarantee of its permanence, enjoy to-day a new sense of brotherhood. You have come to the people of this city, whose glory and whose pride are in their free school system, to assume the presidency of their College—*our* College. You and we are henceforth of one great household. New ties and affinities bind us in a common devotion to the cause of higher education. This College, although recently, and wisely, placed under the government of a Board of Trustees, distinct from the Board of Education, remains and must ever continue, the cap-stone of the free school system, the goal before the eyes of the youths of our schools, the place where they may round out and perfect that liberal culture now so universally recognized as a fitting and necessary equipment for the broad work of life in a republic of unlimited opportunities. The College has outlived the hostility which once attacked free higher education, and is now upon a stable and enduring basis, and is steadily growing and expanding. Happily, a few years ago,

under the leadership of an energetic and far-seeing alumnus, then President of our Association, with the aid of President Webb and the Faculty, a site was obtained from the city upon which will shortly be reared our new home, where the city may offer in generous and abundant measure to its youth, those advantages of liberal culture which, without its aid, might in many instances have to be foregone.

To-day we felicitate ourselves upon the advent of this new era and upon the installation, in the early prime of his powers, of a President, whose selection would have been unanimously ratified by us Alumni, could our suffrages have been invoked.

The prevision of the founders of this institution was as clear as their faith was steadfast, that the benefits of free higher education would not be offered in vain to the youth of this metropolis. It was their province, as pioneers, to blaze the intellectual pathway. Upon two thoughts their minds were focalized; the creation of a curriculum which, while no reproach to ancient learning, should include the culture demanded by modern life, and the elevation, through the College, of the standards of the common schools. If, as I believe, the Alumni of the College have added to the intellectual and moral affluence of this community, let the tribute be given and the praise ascribed to its founders and to our instructors, and let hope and inspiration be gained from the thought of the vastly greater possibilities of the future.

Mr. Webster, once addressing the Supreme Court of the United States, said of Dartmouth College: "It is a little college, but there are those who love it." We, the graduates of the College of the City of New York, many of whom would have been denied access to the temple of wisdom or delayed in reaching it, but for the munificence of our native city, conscious of our indebtedness and alive to the appeal to higher citizenship which it engenders, reaffirm our love for the College, our veneration for its past administrators, our confidence in its present Trustees, and our abiding conviction of its utility to the people of the city. And, as we picture the long roll of our successors—the public school boys of coming days whose eyes shall be riveted upon the buildings soon to crown St. Nicholas Heights, whose souls shall draw

inspiration within those walls—we acclaim your coming, Mr. President, as the opening of a new epoch, pregnant with splendid successes, enlarged opportunities and permanent triumphs for free secondary education in this metropolis.

This great city is the entrepot of the nation. Its continued increase in population may be confidently predicted. Within the term of your administration, our population may grow to ten, or even fifteen millions. What possibilities lie in the future of this institution under sagacious leadership! You are entering upon an office the administration of which not only touches the boys in our primary, grammar and high schools to-day, but may mould the character and affect the destiny of numbers yet unborn. Have not men like Arnold, Dwight, Nott, Gilman, Barnard, Woolsey, wielded an influence beyond comparison with that of leaders of states? We, the Alumni, can but be profoundly sensible of the loftiness of the duty to which you have been summoned, the breadth and sublimity of its opportunity.

This institution enjoys a unique intellectual place. Against one peril—politics—its Alumni and the growing sentiment which draws a sharp line of cleavage in city affairs between business and governmental functions, may be largely trusted to protect it. Its ideal is single—undergraduate education. In the pursuit of this end, it fulfils the mission written in the law of its creation. Its work lies in that zone of broad culture which separates the schools below from the university beyond. While it would be presumptuous in me to dogmatize upon the subject of a curriculum, I may affirm, and the thought cannot be too often emphasized, that the college ideal is not utilitarian, and that if college studies be estimated merely according to our perception of their utility or from the standpoint of opportunism, the mental horizon will be limited, culture dwarfed and practical achievement retarded. The history of intellectual development is a history of surprises. In the language of Princeton's President, which it may not be inappropriate to quote to you who come from Princeton and have made us a debtor to Princeton, "the college should give its students elasticity of faculty and breadth of vision."

The college takes the student in the most receptive and formative period and opens to him the portals of the whole field of knowledge. It disciplines the faculties, invigorates the will, inculcates love of truth and sobriety of judgment. Moral courage, that rarest of virtues, should surely gain strength and resolution in communion with the world's heroic souls. The student who owes his education to his city should learn that there is a debt to be repaid in lofty patriotism, in exalted ideals of citizenship, in unswerving devotion to the public good.

At such a moment, may we not say with Browning's Paracelsus:

“Make no more giants, God,  
But elevate the race at once! We ask  
To put forth just our strength, our human strength  
All starting fairly, all equipped alike,  
Gifted alike, all eagle-eyed, true-hearted—  
See if we cannot beat Thine angels yet!”

Mr. President, the Alumni of this College tender you their heartiest, most affectionate and most loyal support. They have rallied to its defense in the past and you may confidently rely upon their aid and co-operation in the future. If, as we believe, under your leadership, the best in our traditions shall be preserved, evils up-rooted, scholarship sustained, men of elevated character and robust and supple intelligence developed, the city of your adoption will be your debtor, and the Alumni of the future, a great and influential body of sane, thinking, courageous men, will bless your administration and diffuse its benefits in innumerable channels. May that administration long continue and triumphant success crown your efforts!

### ADDRESS BY MR. KENNETH GROESBECK

#### ON BEHALF OF THE STUDENTS

Mr. President, Gentlemen of the Board of Trustees, Guests of the College, Ladies and Gentlemen:

While in the formalities attending the inauguration of Doctor Finley as President of The College of the City of New York, the

Board of Trustees, the Alumni and all friends of the College unite in fervent and joyful anticipation, it must not be thought that the body of undergraduates, whom I have the honor to represent, are in any degree less fervent, joyous and hopeful.

Dr. Finley enters his new position at a time when the College itself is entering upon a new era in its history. For years past the very old building, with its annexes, has been utterly inadequate to meet the demands of the thousands of students clamoring for admission. The energetic work of the Board of Trustees has brought us to our present prosperity, secured for us the accommodations we so long have lacked, and finally has given us a President, who will maintain and extend our name in years to come. Where before, the students were cramped for room, even for routine work, now we may anticipate the opportunities offered by five great buildings on spacious grounds; where before, no inducement was offered to the students to remain after regular hours, now we have before us laboratories for more extended research, a library in which reading will be a delight, and a gymnasium with all the equipment for the preservation of a sound body which is the foundation of a sound mind. The last necessity of the College, after General Webb had determined to lay down his onerous duties, was a man for its head, forceful, enterprising, wise; a man who could speak, as Dr. Finley has spoken, of forcing the College to the front, and who could act according to his words. He has been found, and this morning he has been inaugurated as our President.

In Dr. Finley the students recognize the man for the time, the man for the place. The importance of the selection of our President was well known to us all, and the record of his past career gave us full assurance for the future. We felt that, great as was the responsibility, our new President had full strength to undertake it. We have heard much of him. We have read much of his success, of the upward steps which finally brought him to the honored position he now occupies. We rejoice that such a man has come to us at such a time.

In the name of the student body then, and in the name of each individual member thereof, let me express to Dr. Finley our

heartiest good-will and our pleasure at his inauguration; and with perfect confidence in him as a man and as a leader, let me welcome him as President of The College of the City of New York.

#### LETTER FROM PRESIDENT ROOSEVELT

(Mr. Charles Putzel reading):

Oyster Bay, N. Y., September 5, 1903.

My dear President Finley:

It is a matter of very real regret to me that I am unable to be present with you on the occasion of your inauguration. The day marks a new epoch in the history of The College of the City of New York; and it is therefore of special and great interest to all who are interested—as every good American should be interested—in the cause of popular education. You are now called to preside over an educational institution which is the crown of the public school system of the greatest State in our Union; an institution whose existence shows how definite has been the decision of our people that the State shall aid not only in elementary, but also in higher education. Nothing is more distinctive of our American republic than the peculiar fostering care which, through their representatives, the people, have assumed over the education of all the citizens in primary matters, and of all those who care to go beyond primary matters, in those additional branches necessary as prerequisites for the attainment of leadership in the great professions. In all this our people have surely been very wise.

Education as given in the schools and colleges cannot of itself fit us for good citizenship. But the lack of it would assuredly render us unfit. You, and those associated with you, and those who, in the innumerable other institutions of learning throughout the country, are doing work similar in kind if not in degree to yours, all alike make the whole body politic your debtors. Next to the home, it is the school, the college, the university, which do most to determine the efficiency of the individual as a citizen in this great, self-governing republic of ours; and therefore those

who, for their life work, devote themselves to training aright the people who are to shape our citizenship of the future, put the nation in a special sense under obligations to them.

I congratulate you, because it is given to you in high position and in a College, well-nigh unique among our American educational institutions, to do your part in this great work; and I speak in no vein of empty compliment when I say that I am absolutely certain how well and faithfully this part will be played by you.

With all good wishes,

Faithfully yours,

THEODORE ROOSEVELT.

President John H. Finley,

President, College of the City of New York.

#### ADDRESS BY THE HON. CHAUNCEY M. DEPEW, LL.D.

##### OF THE STATE BOARD OF REGENTS

Mr. President, Ladies and Gentlemen:

There is no more interesting ceremony in the history of a College than the inauguration of a new President. It confirms the growth of the past and opens a new era. The new President has behind him the able executives who have been distinguished each in his own way. But preserving all that is best, it is his own individuality which must build from these foundations according to the life and lights of his time.

It is within the recollection of the living man when the belief was well-nigh universal that a liberal education was necessary only for the professions of law, theology and medicine. If the electorate of the United States had been canvassed sixty years ago, they would have voted that for mercantile pursuits, for agriculture, for manufacturing or the vocations of the artisan, the modest equipment of the common school of the period was quite sufficient. In our own day, one of the most successful of the business men of our own or any country, emphatically proclaims his belief that a liberal education not only retards but cripples the career of the business man. The theory was and with its

advocates now is, that the youth who leaves school early to enter trade or the counting house will be so far advanced when his brother from the College arrives, that the collegian can never catch up, nor will he be able to grasp in a practical way the details necessary for success. The roll of the Alumni of The College of the City of New York and the story of their lives is the best answer to this pessimist. I have never met a graduate who regretted his liberal education or the time spent in acquiring it. I have known most of the men who during the past forty years have been distinguished for eminent success in business, and the constant lament of all, who had possessed no early advantages in the schools, was the lack of that education which they hoped to give their children.

We rightfully boast of the achievements of the nineteenth century. It was an era of progress and development, unequaled in the past and almost the despair of the future. Its triumphs have been mainly upon material lines, and yet it has wrought happily for human liberty and for civilization. The only element for the uplifting of the people, which has not kept pace with progress during that time, is education. There was splendor and inspiration in the centennials celebrated by some of the oldest universities of the world. Several of these venerable seats of learning traced their origin back into the dark ages, and all of them had many centuries of existence. More remarkable than their years was their conservatism. The age of steam, electricity and invention had made no impression upon their requirements, equipment or curriculum. Their graduates, with substantially the same preparation which made them, when they entered upon the activities of life centuries ago, the wonder of the world, go forth now to wonder at the world. We have done better in our own colleges and universities. We have recognized that the domain of liberal learning has vastly expanded. It is no longer possessed and governed only by the lawyer, the priest and the doctor. In the scientific, technological, agricultural, mining and manual training schools attached to the universities, we have recognized the needs of our time. But a liberal education is still to be found only in institutions which are supported by their



endowments and tuition fees from the students. Contributions of wealth to liberal education have been liberal and remarkable, but they have been necessarily expended in buildings, laboratories, machinery and grounds for new departments and new professorships. The student has still much to do to pay his way.

The duty of the State to educate its people has long been recognized but under many limitations. For the first quarter of our country's existence, the old red school house, open for three months in the year and teaching only reading, writing, grammar, geography and arithmetic, was grudgingly supported and universally believed to accomplish all that the State should do for the schooling of its children. When the common school had enlarged its curriculum so as to develop the quicker and brighter minds and open to them the highways of learning, the high school came as a tentative and doubtful growth. Now the graduates of the high school are distinguished upon the bench, at the bar, in all the professions and in every business. The students from the high schools, with their present splendid preparation, enter the colleges with equal rank and examination as the boys who come from the time-honored preparatory academies.

We have witnessed, within recent years, the timely death of a useless and numerous body of our fellow citizens. They decried the equal education of girls with boys. They prophesied that the common schools with the large additions to their teachings would unfit the youth for the ordinary vocations of life and precipitate upon the community a band of idlers who would be above industries and unfitted for the professions. They exhausted the vocabulary of anguish and despair at the possible products of the highly organized and superbly equipped high schools. Such human brakes upon the wheels of progress undoubtedly served some useful purpose in the social economy. But like the problem of the mosquito, we have not yet determined what it is.

Within a few weeks a distinguished British scientist has informed the people of England that, unless the government takes a broader view of its responsibilities in education, the manufacturing and commercial interests of the country will steadily decline. He points out that the national schools of Germany are

equipping young men for work both at home and abroad who are making such improvements in the factories and promoting so successfully in foreign countries the knowledge and sale of German products, that they are rapidly and surely supplanting the British in the markets of the world. He advises that a vast sum of several hundred millions of dollars be immediately appropriated to train the youth of Great Britain for the salvation of her material and industrial interests. That broad-minded and enlightened statesman, Lord Rosebery, has been arousing Parliament and the people to activities on the same lines.

We have not yet reached a true conception of the relations between the people and the State. Every man and woman contributes to the welfare of the State according to his or her ability. It is the duty of the government to furnish the facilities for the equipment of youth according to their needs and possibilities. It is the theory of our institutions that all men are equal before the law, and all are to have equal opportunities. So long as the State fails to furnish the means by which these equal opportunities can be obtained, we are imperfectly developed upon the lines of our foundation. With equality before the law and equal opportunity for the race of life and for careers, our theories are that each will then advance and acquire according to his ability. The poor man should be at no expense in the education of his children on the lines of their several gifts. One may step earlier from the common school into trade or the work of the artisan. Another may feel himself fitted for a field for which only the high school can equip him, while the third will do his best work in life for himself, his family, society and the state, by a liberal education in college. As these three enter upon their activities, each of them becomes a valuable member of the community in sustaining, strengthening and uplifting his country.

Plato's academy existed for nine hundred years and then the Emperor Justinian confiscated its endowment and closed its doors. This practical statesman, who could see the necessity for codifying the laws, could not understand that philosophy and the humanities, which were taught in the halls of Plato's venerable foundation, served any useful purpose. Had he been wiser and

broader, the calamities and tragedies of the dark ages might possibly have been averted.

The beginning of the twentieth century presents to us new problems. Every period has them. Their solution is always viewed with doubt and alarm. Because the intelligence, wisdom and virtue of the time were not equal to its requirements, the world was plunged into the anarchy, savagery and ignorance of the dark ages. Because of a more universal education and higher and broader intelligence, the infinitely greater difficulties and newer and more untried situations of the nineteenth century have been admirably adjusted to our political, industrial and social life, notwithstanding the terrific and unprecedented pace of progress. Competition intensified by instantaneous knowledge by cable and telegraph of all markets at home and abroad, and the quick transportation possible with steam, is the force which is driving our industries into gigantic combinations and our labor into counter-acting organizations. A distinguished body of lawyers recently proposed to meet this situation by taxing out of existence these great combinations, thereby leaving neither employment for their capital, nor work for labor, and in the paralysis of industries and in the idleness of workingmen, securing perfect peace—the peace of Warsaw. If steam and electricity with their influence, not only upon material, but on educational and spiritual life, had been known to Sir Thomas More, he never would have written his “Utopia.” The student of capitalization learns that the laws of trade adjust values and they cannot be arbitrarily created or maintained. The most remarkable corporation ever formed in the volume of its bonds and stocks and the one which has excited the most discussion and probably the most fear, has within the past three months had the value of its securities reduced in the open market by the gigantic sum of \$400,000,000. The knife of the Legislator would never have cut so deeply in so brief a time.

The question which most concerns a nation like the United States, existing by popular suffrage and the will of the people, is the maintenance of peaceful relations between capital and labor, notwithstanding the differences in material conditions and positions of individuals, which always come where there is free play

of capabilities for work and administration. Arbitration, which is the happiest method yet devised, requires educated intelligence. The more highly cultivated the understanding and the broader the grasp of the leaders, the better will they understand each other and the quicker come together. As human nature is constituted, the world is always in need of leaders. Even heaven has its angels and archangels. If armies were dissolved and all became privates, almost immediately and by universal consent the most capable would be put again in command, upon principles of safety and self-preservation. If on the deck of a battleship, the admiral, the captain, the lieutenants, the chief engineer and every head of department, should surrender their functions, again the instinct of self-preservation would put the leaders in their old places. If the property of any community was arbitrarily distributed equally among all its members, and free play left to their activities, the same masterful man who had acquired it, would own it again within a short time. There is no royal road to wealth or competence. The shiftless, the idle, the lazy and the vicious are our burdens. But the industrious, sober, thrifty, virtuous and ambitious are the nation's hope. To give them every opportunity to cultivate and strengthen the gifts of nature is the highest duty of the State and yields the best dividends for law, order and civilization. No power can stop the onward and upward march of these when thoroughly equipped, a march not alone for money, but power and influence in the party, church, organization. "Captains of industry" and industrial captains are built upon the same plan. It is the quality which makes a Cæsar or a Napoleon or a Washington, in the lesser degree of requirement and responsibility, as the world subdivides into states, counties, towns and separate communities, or into political parties, armies, navies and industries. The need of our time is educated leadership.

This, for the City of New York, is the "people's college." Here buildings, lecture rooms, laboratories, workshops, books, apparatus of every kind and tuition, are all free. Here are to be educated the political, the professional, commercial, educational and industrial leaders of the future. According to the extent of

the facilities of this College, the loftiness of its purpose and the practicability of its instruction, will be the impress which its students make upon the life of the city, as the body of the alumni increases in number. The value of liberal learning, to those who are capable of receiving it, cannot be estimated. The German government appointed seven of its ablest professors and teachers to decide whether a purely practical education, or the broadening of minds and disciplining of the intellect, which comes from classical learning, would best promote the purely utilitarian side of a career. They took the eminently practical German way of patiently examining for years the students from the classical and those from the practical schools, who enter the technical departments for specialized work. They found, without exception, that the more liberal training and better intellectual equipment of the classical student enabled him soon to outstrip in every department of work the men who were trained only on that side of their faculties. Independent of what may be acquired in the lecture and class rooms from the professor and the library, are the ideals of the university. Their impress is felt upon the student all through his life. In the older colleges, the heredity of a long line of distinguished alumni is in itself a liberal education. In this "people's college" of the City of New York is another inheritance. The ancestry of this institution is the origin and growth, the material prosperity, the municipal government, the educational facilities and the instrumentalities of religion which work for the uplifting of mankind of its 250 years of organized life. The student of Yale, or Harvard, or Columbia, or of Princeton will ever do his best to promote the interests of his alma mater. It will be the lesson as well as the duty of the student of The College of the City of New York—of this "people's college"—endowed, maintained and sustained by this great metropolis, destined to be the foremost city of the world—to repay the debt, the unextinguishable debt which he owes to the College, by giving himself unselfishly and courageously to the good government of this mighty municipality and to all causes which will tend to make its citizens better, happier and more prosperous.

ADDRESS BY PRESIDENT ARTHUR T. HADLEY  
OF YALE UNIVERSITY

Mr. President, Ladies and Gentlemen:

As the representative of a sister institution, I congratulate The College of the City of New York on the new President whom she to-day inaugurates. And, as a personal friend of your new President, associated with him in many tasks during the last years, so that we have come to know one another well in the committee room and around the council board, I congratulate him on the new work to which he has now been called.

There is in the whole United States, I believe, no educational position so distinctive as that which your predecessors have occupied, Mr. President, and to which you are now called. Of institutions based on old religious foundations there are many; of institutions based on private foundations there are many; of state universities there are not a few, but there is only one College of the City of New York, representing the culmination of the educational system of a municipality larger than almost any other State, with resources far in excess of those which any private endowment can command. There is none with such distinctive interest, none with such distinctive problems, and none, I may add, with whose special problems and special interests, both by training and education, you are better fitted to cope. The very fact that these problems of The College of the City of New York are, in a certain sense, distinctive and special ones, makes it of unusual advantage that you have had experience and training broad as our great country itself. You know by direct contact institutions of every kind. You know by personal experience every part of the country. You can bring to New York the knowledge of the West and of the South. You can bring to this center of practical life and of intense application ideals obtained from older universities more secluded from the immediate strife of life and more in contact with the history of the ages; but you are guarded by your very experience from any danger of underestimating the value of practical life, of falling into idealism, or of failing to note what it means to teach men who have themselves to support and their own way to make in the world.

In the opening year of the Civil War, in the winter of 1861, when the forces of the Union and Confederate armies faced one another, little was done on the Potomac, little was done in Missouri, little was done in the lower Ohio River. In eastern Kentucky alone, where a handful of Union forces commanded only by a colonel, were in active work, a few weeks' campaign witnessed an advance of hundreds of miles over ground which was never recovered by the Confederacy. The colonel of these Union troops was James Abram Garfield, and when President Lincoln heard of the result he said to a friend in Washington: "Do you know why Colonel Garfield was able to do at once what all the other army commanders have waited weeks and months without doing?" "I suppose," said the gentleman to whom he was talking, and who knew the difference between politicians and professional soldiers, which prevailed at the time, "I suppose you would say it was because he never went to West Point." "No," said President Lincoln, "he would have been a still better soldier had he gone to West Point, but the reason which made him do what no man from West Point could do, and do it promptly, was because, when he went to college and when he was in college, he knew what it meant to work for a living." Gentlemen, your new President knows what it is to work for a living. He also knows what it is to work for an ideal; and under his administration The College of the City of New York will carry yet further on the achievements of an honored line of predecessors and will stand now more than ever for the continuation of those two fundamental needs of the American Citizen.

ADDRESS BY  
PRESIDENT NICHOLAS MURRAY BUTLER.  
OF COLUMBIA UNIVERSITY

Mr. President, Ladies and Gentlemen:

To bring the greetings of Columbia to the City College and its President at this time is no small satisfaction. We believe

that the City College has played a large and worthy part in the educational system of New York, and we believe that much greater usefulness and new and enlarged opportunities lie before it in the future. In President Finley we greet an old friend and colleague in a new and more responsible post, and we extend to him the right hand of fellowship, both as fellow citizens and as fellow teachers, in the work that he now undertakes.

In American municipalities, tax-supported education has usually extended over the fields of elementary and of secondary education only, and that for obvious reasons; but besides New York, Baltimore, Cincinnati and Philadelphia have devoted some portion of the public funds to the support of educational institutions that reach up into the field of the American college. Somewhat different causes have led to this development in the several cities named, but at the bottom this City College rests upon the principle—in my view a sound one—that where a municipality is large enough to provide a constituency for a college from the graduates of its tax-supported schools, then it is wise policy to add to the municipal school system an institution of a collegiate grade organically related to the schools, elementary and secondary.

Columbia University and the City College are both public institutions. Both rest upon the public will, and both aim to serve the highest public needs. The one is indirectly aided by public support; the other is wholly maintained by public tax. Together they represent the two great types of public school that are included in the American educational system: the one built up in co-operation with governmental agency, the other type wholly directed and supported by the government. It has been the main strength of our American education from the very beginning that room has been found for public educational institutions, both tax-supported and non-tax-supported, to grow up side by side and to serve the public, each in its own way. The diversity of American education has led many observers to express the opinion that it is unorganized, if not chaotic; the contrary is the case. American education, with its freedom from narrowing governmental prescriptions, its abundant room for individual initiative,



and its schools of every kind and grade springing up to meet new educational and industrial needs, its tolerance and its catholicity, represents only the rich complexity of American life. The course of our civilization cannot be made to flow between narrow and carefully measured banks, without destroying its power and limiting its fertilizing influence. It is settled American policy that our governmental agencies may do for education, higher and lower alike, whatever those who pay the taxes are willing to sustain. Whether a state or a municipality shall undertake the foundation and support of a school of any given type, is wholly a matter of expediency, not of debatable principle.

The existence and the increasing prosperity of the City College serve to remind us of a fundamental characteristic of true democracy that is too often overlooked; namely, that the State is concerned alike with the more advanced training of the few who, at this stage of our economic development, are alone able to profit by it, and with the elementary training of the many who, for one cause or another, are deprived of formal education at a tender age. The few who can go forward, as well as the many who cannot, are children of one and the same mother-State. That democracy is spurious, not true, which empowers its government to make provision for the education of the very young, the needy, and the unfortunate only.

In the City College, New York has a truly democratic capstone to its democratic educational system. That the College may grow in strength and power and that the administration of the new President may be crowned with prosperity and abundant success, is our earnest wish and our confident expectation.

ADDRESS BY PRESIDENT JACOB GOULD SCHURMAN  
OF CORNELL UNIVERSITY

I bring you, sir, on behalf of Cornell University, cordial greetings and good wishes, and as I congratulate you on your installation into this high office, I congratulate the College of which you are to be the President. Having said so much, I know

not whether I can add anything to what you have heard. Anything that can be added to the historical sketch by Mr. Lauterbach, of the Board of Trustees, would be superfluous, and I suppose none of us would ever attempt to rival the mellifluous eloquence of Senator Depew. But yet there are two or three things which I should like to say on this occasion, in connection with the character of the College over which you have been called to preside. I rejoice that it is a college in which instruction is free. Here, as in the public schools, the blessings of education are dispensed without money and without price, and I regard this opportunity of securing a higher education without cost as a most important feature, especially in a democracy, and notably in our own country, where, at the present time, on the one hand, great fortunes are being accumulated, and, on the other, increasing numbers find themselves unable to give their children from their own means the opportunities of a higher education. Let the day never come, when the brains of the country are syndicated. Let the day never come, when men of brains are dependent on capital alone. Plato, you will remember, sir, while recognizing, in his political philosophy, the dominance of caste and class in his system, provided that the youth in the lower grades should be pushed onward into the higher and upward. A college like this, where education is free, gives the youth of the lowest and poorest classes an opportunity to enjoy that liberal culture which, in the province of education, is all that the millionaire with his millions is able to command.

And there is a second feature of this College on which I feel like congratulating you. Our universities have grown in recent years to great proportions. They aim, at any rate, to realize an ideal which is familiar to many of us, the ideal of an institution in which any person may find instruction in any study; but I know that every head of a great university present, will bear me out, when I say that the combination of professional schools, along with the College of Arts, however desirable and advantageous, brings with it difficult problems, and that one of the difficulties with which any such institution will always be confronted is that of maintaining the proper place, the place of dignity and

supremacy; for the College of Liberal Arts. Now the business of this College is not to prepare men for the professions. Your function is to promote liberal culture; to cultivate manhood; to purify the taste; chasten the imagination; to correct the judgment; and to give young men and young women a love and interest in letters, philosophy, history, politics and science, which, believe me, sir, are worth infinitely more in human life than the largest fortune your richest New York millionaire can show.

And in the third place, an institution like this which is the cap-stone, as the Chairman of the Board of Trustees has said, of the educational system of the city, owes to the city and to the State, the duty of training its young men for citizenship. All colleges and universities owe it. You owe it in a peculiar degree, because of the fact of your dependence upon the city. And there is no place in the United States where that civic training is more needed to-day, than it is in the City of New York, which is receiving annually hundreds of thousands of immigrants from different countries of Europe, who are ignorant of our language, ignorant of our political ideals, ignorant of our modes of government. The public school system here, and the college which is the climax of that system, is called upon to assimilate this tide of immigration into the texture and fiber of American citizenship.

Nor is that all. I believe that there is still greater danger confronting the body politic than what is sometimes called the unassimilated mass of foreign immigration. That danger, sir, is that in times of great physical comfort, of diffused wealth, of colossal fortunes, we may forget that the republic cannot live by mere force, or wealth, or power. It lives through ideals which are its soul. And the ideals of our republic are order, justice, individual liberty and the inalienable rights of man, be the man white or brown or black. I cannot but regret an apparent decline in public esteem of these ideals, along with the synchronous occurrences throughout our land of lawlessness and lynchings. These are not accidental phenomena. The two are connected. At any rate I know that if we are to have order, if there is not to be lawlessness and anarchy, it must be because we believe in these political ideals and realize them and make the republic, what the

fathers intended it should be, a republic where the people should govern themselves.

Other points there are on which I should like to dilate, but the limits of time forbid. I close, Mr. President, with tendering you once more the cordial congratulations on behalf of Cornell University and wishing you, as I predict for you, a prosperous administration.

### ADDRESS BY PRESIDENT IRA REMSEN

#### OF JOHNS HOPKINS UNIVERSITY

Mr. President, Ladies and Gentlemen:

When I was asked to make a ten-minute speech on this important occasion, I was reminded of another invitation received some years ago from an organization of students in whose welfare I was much interested. They wanted me to give them a short address. I hesitated and was about to decline, when the representative who came to give the invitation reassured me by saying, "We don't expect much, Professor." I am sure you don't expect much. I am, however, glad to have this opportunity to bring from the Johns Hopkins University friendly greetings and hearty congratulations to The College of the City of New York, and to your new President, whom we claim as one of our sons. He comes to you from Princeton, but I want to remind you all that, after he was graduated from Knox College, he spent two years at the Johns Hopkins University as a graduate student, so that he is well known to us, and I may add that his record while with us will bear the closest scrutiny. He has nothing to fear from us. On the contrary, we remember him as a strong, earnest, able young man, and have had abundant evidence since he left us that he has even greater strength, earnestness and ability than he then gave promise of.

My position to-day is peculiar. I am not quite sure whether I was asked to come here because I happen to be the President of the Johns Hopkins University, or because, once upon a time, I was a student in this College. In either case the College is the

logical text that must determine the general character of my few remarks. There is just one thought that I should like to emphasize. The name College is an extremely elastic one, as everybody knows. It is applied to a great variety of educational institutions, as well as to some that are not educational. There are colleges which, in their upper classes, have assumed the functions of the university, and there are those which, in their lower classes, have assumed the functions of the preparatory school—some of which, taken as a whole, do not compare favorably with good preparatory schools. Some of those that have extended into the university stratum are beginning to feel uncomfortable and are trying experiments on the shortening of their courses; for it has, I think, come to be generally acknowledged that the age of graduation from the colleges of the highest grade is too high. This is now an old story and I do not intend to discuss it here. I repeat, however, that during the past few years it has come to be generally recognized that something has got to be done, and different colleges are doing different things, in order to make it possible for their graduates to get at their professional work or their life in the world, a little earlier than they have been able to for some years past. Since the universities have come into being in this country, and graduate work has been taken up more and more, and the schools of medicine and of law have adopted university standards, the fact has forced itself upon the attention of those engaged in higher educational work, that the upper classes of the most advanced colleges have been standing in the way of efficient scholarly work in the professions, and have held back, a little too long, those young men who were looking forward to business careers. A loud cry for relief has gone up, and the cry has been heard. It is evident that the college of the future is not going to be quite as ambitious as the college of the last quarter of a century. In my opinion, this will be a distinct gain for scholarship. It is, however, not at all probable that all the colleges of the future will conform to one standard. It would be unfortunate if this were to come about. We need different kinds of colleges. A college that suits the needs of Massachusetts would probably be ill suited to the needs of Georgia or Texas or Colorado or Kansas,

and yet these States need colleges and want the best they can get. Even in one and the same community, such as we find in our larger cities, different kinds of colleges are needed, and it would be folly to demand that they should all do the same kind of work.

Among the different kinds of colleges that have been developed in accordance with a demand, is The College of the City of New York, which stands almost in a class by itself. The only other college of the same general type that is known to me is the Baltimore City College, and this differs in a number of respects from its New York sister. The College whose guests we are to-day offers, to the youth of this great city, an opportunity that most of them would not otherwise have, of going on beyond the grade of the public school, up into the college. It gives them a good college education, and dismisses them at a reasonable age to take up the work of the next grade, whatever that may be. The work it undertakes to do, is college work—not university work. It has always been disciplinary and preparatory. So far as I have been able to determine, it has done its work well. Many of the leaders in the professions and in business in New York received their preparation here, and those with whom I have talked are quite ready to acknowledge their indebtedness to their alma mater.

We rejoice that this College is to enter upon a new era full of brightness and hope. We would not forget its past and those who have brought it to its present state. My own experiences are of so ancient a date as to disqualify me from speaking authoritatively of the recent past and the present. I can only speak as an old Free Academy boy of the sixties, under the presidency of Webster. Some of those who then taught here are still teaching here, and among them are men whom I have, from that early time, always held in the highest esteem, and they have honored me with their friendship. I come here gladly to testify to my interest in the work of the College, to congratulate the Faculty and Alumni upon the great good fortune that has come to them in the acquisition of their beautiful new home. Long-continued efforts of most devoted alumni have been necessary to bring about a realization of the hopes of the most of those interested in the College. To

them our hearty thanks are due. And now, as your new home is about to be prepared for occupancy, let me express the earnest hope that your work there may be even more useful to the City of New York than that which has been done in your present modest quarters.

President Finley, on behalf of the Johns Hopkins University, I wish you every success.

ADDRESS BY GROVER CLEVELAND, LL.D.

EX-PRESIDENT OF THE UNITED STATES

Mr. Chairman, and Ladies and Gentlemen:

I do not assume that the few words I shall speak will add anything of value to what has been, or will be, said by others more at home in these surroundings. I hope, therefore, I shall be tolerated when I confess that my participation in these exercises is primarily attributable to my warm affection for the friend who is to-day inaugurated President of The College of the City of New York, combined with my unabated interest in everything which is related to the ennoblement and prestige of the great municipality which was once my home.

My intimacy with the new President leads me to congratulate him on the fresh honor that has come to him, and to bid him Godspeed in a broadened field of usefulness; and I do this with delightful confidence in the adequacy of his scholarship, with absolute faith in the correctness of his conscience, and with thorough knowledge of his unremitting devotion to duty. I know the City of New York—her generosity, her appreciation of elevating influences, her sensitiveness to every demand of advancing civilization—and I congratulate her on to-day's auspicious events.

It would be strange, however, if such sentiments left no place in my mind for other reflections which these impressive exercises suggest.

I cannot rid myself at this moment of the thought that education is a selfish, useless thing, if it is to be hid in a napkin, or if it

is to be hugged to the breast by its possessor as a mere individual prize; and it seems to me that the existence of schools and colleges in this land of ours can scarcely be deemed important except as they are the sources from which education may be distributed through many channels, for the enrichment of the body politic, and the stimulation of patriotic thoughtfulness among our people.

We contemplate to-day the great service of usefulness which embellishes the history of The College of the City of New York; and we see for its future vastly increased facilities and opportunities; but our most inspiring thought should be that the advanced education it imparts is freely bestowed upon the rich and poor alike, without price or cost. How splendidly the American doctrine of equal rights and opportunities, even in the field of education, is thus illustrated; and how grandly does this College teach the vital lesson of the democracy of American education.

When in 1755 the clergyman of the town of Worcester, in Massachusetts, was deputed to provide a teacher for its grammar school, he selected from the graduating class of Harvard College for that year, a young man who favorably impressed him, named John Adams. One who has written an account of the school-teaching episode in the life of the second President of the United States, after speaking of "the good scholarship, bold thought, strong language and evident sincerity" of this young man, adds: "His standing in social life was learned from the fact that he was number fourteen in a class of twenty-four; for pupils were then placed in the order of the supposed rank and dignity of their parents—the alphabetical order of their names and places not being in use until nearly twenty years later."

It must be confessed that such an arrangement, by which the location of a student's name on his college class roll indicated the social rank of his parents, contained no suggestion of the American doctrine of the democracy of education. We recall, however, with considerable comfort, the fact that this scheme was in vogue before the Declaration of Independence—and the further fact that it was abrogated at a time when ideas of man's equality



and self-government were stirring the hearts and minds of sturdy Americans.

Those who made our nation, plainly saw the necessity of some measure of free popular education, as a cementing constituent in the foundations of a government built upon popular control. Thus they established free common schools to the utmost extent allowed by the exigencies of our Nation's beginning; and their declarations abundantly prove that they were not unmindful of the great advantages of university education as a further assurance of the success and stability of republican institutions.

The free public schools of those early, simple days were open to all, were appreciated by all, and, in an atmosphere of patriotism, they taught all to become good citizens. They created and fostered the democracy of American education in its broadest and best meaning, because their lessons and influence enforced the truth that the highest purpose of education was the preparation of free men to do the work of free and independent citizens, and that in preparation as well as work, there should be patriotic equality and brotherhood.

If times have changed; if we have outgrown the simplicity of our early national life; if with the growth of abnormal enterprises and a mad struggle for wealth, a constant and acute solicitude for the country's weal has been somewhat subordinated; and if, in our social and business life, we can see signs of a cleavage that may divide our people into distinct and unsympathetic classes, we should be watchful. If, with these things, we also discover a movement toward a more general collegiate education, we ought to regard it as another unfavorable symptom, if increased learning is to be made only a mere ornamental accompaniment to the unwholesome and pitiable ostentation of riches and pride.

It should be the prayer of every patriotic citizen that American education may never be so degraded; that it may always remain true to its mission—a steadying force against all untoward conditions; that higher education, as it becomes more accessible and widespread, may re-enforce the firmness of our national foundations, as they are made to bear the increased

weight of our country's healthful development, and that, in the democracy of education, our people may ever be gathered together under the sanction of enlightened and strong American citizenship.

In this lofty service, The College of the City of New York, as a pioneer in free collegiate education, should always be found at the front. If it fully responds to the princely munificence of its establishment and maintenance, it will contribute more and more to the City, and to the State, and to the Nation, learned and useful men, who shall demonstrate by their careers that the free collegiate education they have gained is as good as the best; and it will only completely fulfil its mission when its graduates so influence our public life and so strengthen our public conscience as to prove, beyond question, the relationship between the patriotism of higher education and the public safety.

It is altogether appropriate that the advantages of a free collegiate education, offered to the youth of every grade and condition in life, should be first exhibited in the metropolis of our nation. By reason of the cosmopolitan character of its population, the project has here the widest possible scope; and as all look to the City of New York for leadership in the largest enterprises, as well as for the greatest generosity in every noble work, its free college, seen from every direction, should serve as an example and inspiration to every city in the land. It is well, too, that such an institution, founded to educate the poor on entire equality with the rich, should be supported by the wealth accumulated in the center of our country's trade and business—thus affording a constant denial of the accusations of those who seek to teach the thoughtless that the sport of wealth is the oppression of the poor.

I hope it will not be deemed ungracious if I suggest, in conclusion, that with all the City's generous appropriation of money for its free College, the duty the citizens of New York owe to it will not be fully met until they give absolute proof that, in the highest meaning, where their treasure is, there will their heart be also. That this free College is a New York institution, will not be demonstrated by liberal city appropriations for its sup-

port, nor by the voluntary service of public-spirited citizens in its management. In addition to these things, there should be stimulated in every quarter a greater desire to secure its advantages, to the end that the youth of New York, from every social plane and in every condition of life, shall crowd the largest structure that may be built for its use; and there within its halls, The College of the City of New York with all else it may impart, should constantly teach the Democracy of American Education.

TELEGRAM FROM KNOX COLLEGE

READ BY MR. CHARLES PUTZEL

"Knox College Faculty and Students, in mass-meeting assembled, at 9:30 A.M., in front of old college building, send heartiest congratulations. Thomas McClelland."

INAUGURAL ADDRESS BY PRESIDENT

JOHN HUSTON FINLEY

Trustees of the College, Teachers of the College, Guests of the College, Students of the College and Friends All of the College:

I am sure you will appreciate my feelings and will sympathize with me as I attempt to speak at the end of this programme. Much that I would say has already been said, and all of it might be omitted to your comfort; but I will ask your patience while I endeavor to read what I have here written to say this day.

It is with both an oppressive and an inspiring sense of responsibility that I speak as President of the institution to which I have to-day publicly pledged my service. I have not only to meet the obligations of the hopes and wishes which have been expressed here this morning (and I dare not attempt to speak my appreciation of what has been said by Trustees, Professors, Alumni, Students, University Presidents and Friends, or of what has been silently said by the presence of my former teachers, who are present, some of them, and of my associates at Princeton Uni-

versity) ; but I am also laid under a responsibility to the hundreds of thousands who have, in the past, consciously or unconsciously, given this College life and nurture, to the millions at work, in office, shop or home, in the street or the environing waters, who to-day, willingly or unwillingly, dower it with the new gifts of their sacrifice, and to the millions more who are to carry its life and service on into the years beyond the terms of our labors. It is an oppressive thought that one can never hope adequately to represent such a constituency ; but it is supremely inspiring to have such a constituency back of one. I may seem, in this view, to magnify my office ; yet it is with no vainglorious desire to trespass upon the office of those who are fellows with me in this work or to detract aught from their responsibility, but to let you know how dearly I hold this relationship to the past, present and future of this, the College, of this, the greatest city of the New World.

Though my coming into this office is made the occasion of your assembling, it is not to this, I am well aware, that your presence and your interest are to be attributed. This public function is rather the formal installation of our new hopes and endeavors for this College which, with the widening of the borders of the city and the broadening and deepening of the preparatory foundations that have been laid for the College to build upon, give it promise of an even larger potency and usefulness than it has had in the half century of its honorable career hitherto. The coming or going of one man is but a minor incident in the existence of this corporation ; for it is not subject to the threats and mutations of mortality ; active age should but add strength to its strength ; it is vulnerable only in its faithlessness to its ideals ; mortal in the indifference of the greater body of which it is a living member. It must both feed and be fed, else it must lapse into one of those rudimentary organs which mark not the progress, but the degradation of the beings to which they belong. And the nourishment upon which this vital exercise of faculty depends is not alone of the wage and salary of your giving, but of your zealous, intelligent sympathy—the thought which can really add to stature. It is for this we are met, to receive a new

and larger appropriation out of the treasuries of your interest and good-will, and to pledge anew our fealty to the good of the whole people.

I cannot here publish or defend the particular purposes or policies which I cherish for this College; in what they desire and intend, they must have counsel of what has been and is. We can have hope of mounting safely toward our ideal only as we lay our structure upon the firm ground of the actual—and I believe it is an adage of psychic architecture, as well as of the physical, that the higher we would build or go, the more certain must we be of the base upon which we build. I must ask you, therefore, as Cordelia begged of Lear, that you will let my doing prove my purpose, and permit me to leave to-day the "history unspoke" that I intend to do.

My theme is given me of those two generic substantives which, in a specific and unique union, give title to the institution to whose fortunes we are committed; the "College" and the "City," two of the most potent substantives that stand under the life of our republic; the College, gathering out of all the past into the philosophy, history, art and science of its teaching; the City, gathering out of all the present into its mighty consuming and directive centers; the College and the City together, though not alone, vivifying and joining the dead past and the mortal present in a giant, articulate, prescient power that shall, because it holds its gates, control democracy, whose destinies depend not so much upon the fertility of its fields as upon the virility of its cities; not so much upon the strength of its hands as upon the clearness of its brain and the soundness of its heart.

The college of a democracy is the expression of its highest and best aspirations. It is its daily collect, its confession of weakness, its prayer for guidance, its utterance of higher purpose and desire, its determined "would do," giving direction and mark to its "doing"—the crying of the young ruler for wisdom instead of for riches. I do not demean other institutions when I assign this conspicuous and high service to these corporations from whose walls science speaks her inexorable laws, philosophy her beneficent solaces and sermons and history her memories

and prophecies. These all speak the same laws, sermons and prophecies from seats of royal foundation, but with what different voice when their every word is, not only commanded of truth, but prayed for of desire!

When a democracy gives charter to the incorporation of a college, it is but giving its own best impulses leave to seek and speak and teach the truth without hindrance, a precious public franchise for which the faculty in whom these impulses are vested must make return with usury. It were the damning of democracy if it were, as a certain monarch of England, to seek in the college of its founding or nourishing the approval of its unrighteous impulses; and it were the moral attainting of the college if it were in fear or selfish dishonesty to serve, with the letter of technicality, the demos of the day, instead of the unchanging and eternal God and spirit of all truth. But if democracy asks only the truth and the College speaks only what it knows, or with best reason believes, to be the truth, there are then associated in a pure relationship the highest aspirations and the noblest service which a people can know. Plato's ideal republic had not a loftier motive than our fathers and our brothers of this real republic have builded with eager, sacrificing hands into these institutions of the teaching of larger knowing and of higher being and living. Nor had Aristotle a nobler conception of the duty of the city-state than has framed itself in the curriculum of democracy's love and concern—not for its own impersonal good, but for that of its individual citizen-children. For in this has democracy risen to a greater height than the ancients knew, that the man lives not for the state, but the state for the higher being of its citizens. And that is the good of the state. "To educate the wise man the state exists," says Emerson, "and with the appearance of the wise man the state expires." The immortality of her soul is not of the conferring of the voter, it is not purchased of labor or capital, nor is it deduced of economic law; it is born of the wise man.

We ever remind ourselves, with pride, that one of the first acts of our first free immigrant fathers was to make a liberal grant of funds for the establishment of a college. The bequest

of John Harvard, which soon followed that grant, not only gave that institution a god-father, but also showed to the succeeding generations an example of philanthropy which has in a large measure relieved the treasuries of State of one of their dearest charges. In her tolerant poverty and piety, democracy has let the individual build of his wealth upon the splendid foundation of her own elementary training, such edifices as his love of his fellowmen, his pride and his idiosyncrasies have suggested and devised. Like houses upon the walls of defense, which the public schools have established about our civilization, they stand, the watchman's windows and the defender's towers, furnished of free gift and garrisoned of volunteers. It has been a vicarious service which is by no means to be computed in the value of the endowment and equipment of these academies and colleges. Yet, great (great beyond measure), and true, in the main, to the interest of the public and the whole public, as their service has been and is, it yet leaves great gaps in the walls ungarrisoned.

Washington, when quartered in the buildings of Harvard College in 1775, declared his hope and confidence that a University of the whole people would some day come into being. To-day, private philanthropy has begun the realization of that hope and confidence, in a great research institution, whose recent establishment promised us the peculiar honor of the presence in our midst of its president, as our youngest academic guest, who was to have been the Omega of your procession, but, absent or present, is the Alpha of American university education, Dr. Daniel C. Gilman, to whom, you will let me add, I am in good measure indebted for the opportunity which makes this occasion. Washington and Jefferson, the Adamses and Madison, Monroe and Pinckney, dreamt of something more tangible than this institution without walls—the mere shadow, as Emerson defines an institution, of a man. But Washington's hopes, housed for the day in the then "ruinous buildings" of Harvard College, has in its wandering found incarnation chiefly in the South and throughout the West, in universities supported by Commonwealths, some of which have as great a population as had all the colonies of 1775. In these institutions, there were at the begin-

ning of this year 42,500 students at work under 4,000 instructors—two score or more social democracies in the larger democracy, where men (and women too) have learned to know with what a boundless heritage they have come into this world, and with what an obligation they keep their residence in it. Distinctions of class and race and sect are there erased, not in a communistic allotment of knowledge, but in the establishment of new distinctions which are determined, not of pedantic or mere material acquirements, but of the real substantial values of intellect and character, put to honest service. It is the creditable claim of some of our best private institutions that they keep a democratic spirit in spite of the wealth which endows them or comes to them for tuition; but where both millionaire and laborer give, and of right receive, that spirit which is fundamental to all our hopes for our country and our civilization, is in less danger of quenching or stifling. The peril to which these universities (the concrete realization of the hopes of our forefathers), are subject, is not of the making of Dives, but of the demagogue.

But though private hands have given, as Solomon gave to Hiram of Tyre for the building of the temple, of their grapes and their wheat and their oil (gifts which, as the president of a private college, I have sought too ardently and anxiously myself, to discourage or disparage now); though the institutions of their building have, for the most part, forgotten partisanship and sectarianism in their efforts to minister "liberally and constantly to the higher life of the people and all the people" so far as their gifts can reach; and though the state universities, built for the most part out in the fields and away from the noisy world, have assembled their tens of thousands from farms and villages, and towns and smaller cities, there have developed, in the last two or three decades, conditions with whose demands even this generous provision cannot keep pace. The gregariousness of Aristotle's "political animal" has so huddled, once scattered, and now increasing, millions into cities, that as many people are to-day gathered within the limits and immediate environs of one or more of our cities as dwelt in all these colonies when Washing-



ton looked out from the barracks which the Harvard College building afforded his meagre army in 1775—and millions more than many of the States which have to-day made the generous provision of his hope.

No "divination of statistics" could have foretold these mighty aggregations of humanity which dominate our life. Civilization had, indeed, made its dwelling in cities, before it came to these shores. But here, it must have been thought, she would perpetually find her home in the fields where "embattled farmers" gave her the freedom of a continent. Yet, in but little more than a century, she has abandoned her farms to tenants, made her salon in the cities, and gathered her broods in tenements. The poet and the preacher and the philosopher have protested. The great bulls and griffins that heard the cry of the ancient prophet against Nineveh have echoed his prophecy from their stalls in the British Museum. "The lion and the lizard" keep the site of many a city, displanted by time. And we read even the doom of the living city in the famous vision of Macaulay, who imagines a traveler from a far shore seeking to decipher the name of England's proudest chief on some mouldering London pedestal, hearing savage legends chanted to misshapen idols beneath the dome of St. Paul's, and beholding naked fishermen mending their nets in the river of ten thousand masts.

But though cities have come and gone, have been prophesied against and wept over, the city persists; the gregariousness of man is not abated; the city abides, and even in this roomy continent continues to grow, not as fast as a decade ago, yet rapidly enough to make us wonder whether all our life is to be gathered within its umbra.

Though I have come from the wilderness behind the mountains, I am not disposed to take a pessimistic view of this urbanizing process. It is inevitable, and, while we may not hold that the inevitable is always the best, it is a good earthly philosophy to make the best of what inevitably is, and apply our efforts to the conjugation of the future tense.

These great nuclei of human beings are as essential to the development of a higher man, as association has been in making

the animal man. Think of the independent so-called amoeba that performs all the functions of life in its one little hut of being. It is only by association with millions of other cells that the higher being with brain and heart and sight and speech has been made possible. Association, as some French philosopher has put it, is creation. It is by association that the amoebic savage has become a civilized man, and it is through the further association of men and the consequent division of labor that the higher species is, and is to be developed. The "cultivated man" (whom Dr. Eliot, in a recent article, describes), the acme of our finite training, is developed, not in solitude, but in society, "in the stream of the world . . . the quick flowing tides of the busy world." We must all admit the values of solitude, but only of a solitude which has society in its thought. St. Simeon Stylites, building himself away from man, even toward the sky, has no such place in the world's history as the snub-nosed Greek who exposed his own and his neighbor's ignorance in the streets of Athens.

This association has disturbed the old political, social, moral and intellectual equilibrium, but we may doubt whether it is to be restored by an urban migration to the country. Indeed, while there may be a return to the fields, for a season of the year, at any rate, it is difficult, unless one goes to the wilderness, to escape the wire meshes of the city's nets. As for the college, no one doubts that its ideal environment is that which the country affords, but there is a vast urban multitude that cannot go to state or private rural university or college, even if its tuition be gratuitous. If the college is to reach that multitude, it must come to it, not merely through the student who can afford to go fifty, a hundred, or a thousand miles, for his education, and bring it back, nor through the men of country birth who are graduated from bucolic and pastoral to urban life; but it must come in its own person within reach of the multitude and make the city home its dormitory. The urbanized country boy receives a great deal more credit than he deserves; the country-born of the generation now in control of things were far more numerous than the city-born, and their advantages have in many respects been

greater. But that stream of vitality is being attenuated. New York City is, quantitatively at least, in a very large measure, dependent now upon her own urban or suburban progeny. Less than twenty per cent. of her native white population of native parentage comes from without the State, and most of those from near her borders, her penumbra. But there is another statistic which is even more suggestive of the dependence of the future upon the city's provision. Only one-fifth of our population are native whites of native parentage. One-seventh of one-fifth come from the country; about two-thirds, at any rate a large percentage, have come from over the seas within the last two generations, a mighty horde who are to have a determining part in the making of our municipal and national future—many of whom do not so much as know if there be a Harvard or a Yale or a Princeton or a Cornell. I have caused to be examined the catalogues of these institutions, and I find but 710 New York and 223 Brooklyn men in their recent registers, out of a total of 8,251 students. And these are mostly from families whose names betray long residence on this side of the water.

It cannot be necessary that I should dwell longer upon the high necessity under which this city is laid, or speak further of the supreme moral obligation into which it has come; for private and sectarian philanthropy has acknowledged it in its magnificent gifts, and the city has herself confessed her obligation, not only in the splendid secondary schools of her recent development, but also pre-eminently in the charter of this, our College's, being; and has expressed her purpose in the deed of its daily provision. What I have said has been but to show in what need and in what hopes our foundations have been laid, and of what high purpose the service of this College has been born.

It is more important now that you, the people of New York, should know with what spirit we, whom you have employed of your sacrifices, undertake and carry on this task—we who are but an organ of your own body, fed of the same blood, members one of another with you in this complex incorporation of the past and present, in which, with all the temptations and wearinesses and aches which assail it, we grow toward the better.

Speaking at Yale's bi-centennial celebration, Mr. Justice Brewer said: "It is an honor for an institution to say, 'I have educated this chemist or that philosopher, this historian or that astronomer,' but it is of far higher honor for an institution to say, 'I have trained my graduates to be good citizens.'" This is an honor which this College (little as she may be known among the colleges of the country) enjoys; for, though she is proud that such a chemist as President Remsen once received her tuition, and that the historian, John B. MacMaster, was once among her students, it is her chief pride that she has contributed to the life of this great city, citizens, in the highest and broadest sense of that word. So many, and so conspicuous have been these citizens, that to name any of them here would be invidious. For the future, The College of the City of New York can justify her title and her continued life by a creed and a daily practice no less catholic and serious than this—the training of her graduates to good citizenship.

But by what curriculum is this indefinable yet unmistakable state of good citizenship reached, and by what steps are youth graduated into it? The depth of philosophy says despairingly, "It is not in me;" and the sea of science, "It is not with me"; history professes to have heard the fame thereof; but no science or art or philosophy has yet taught how it may be certainly generated or compounded; and these also have all often participated in the making of the worst citizenship. Is the curriculum to that ideal citizenship not the path to which that ancient, patient sufferer referred—"the path which no fowl knoweth, and which the vulture's eye hath not seen," "a path hid from the eyes of all the living"? There is certainly much dispute concerning this way. Some educators have held that only shibboleth of Greek or Latin should admit to the company of those who journey in it; others contend that it is the languages of the world's present converse that are the more certain to lead to the fields of its seeking. There is increasing and rightful insistence upon the traveler's knowing the science of the natural world through which he passes, and of his habituating his humanism to sympathy with science's efforts to let men know how nearer gods

in power they may become. The disagreements of the doctors as to content are certainly bewildering; in intent they are less divergent. President Eliot's "cultivated man," and Justice Brewer's "good citizen" are defined with much the same adjectives. But in extent, there is a growing diversity again. Only within the last four months have I heard four representatives of four of our greatest universities discuss, with much digressing controversy of "predestination" and "election," the length of the college course, and no two of them agreed as to its mileage.

But we shall all agree that that curriculum is best which gives those who walk in it the companionship and guidance of the best men and the best scholars. Its extent should be determined, so far as the economies of the journey will allow, by the capacities of the individual students; its content by the adaptation of its disciplines to the changing intent, that is, the ideal "good citizen" and "cultivated man." Articulating its courses with those of the secondary public schools of your generous provision, it must correlate the life of those who enter it, not only with the life and thought of the race, but with the purposeful work of the world to-day. And certainly no Baedeker of pedagogy can do this. It is only the informed, inspired personal guide, who has himself had sight of the kingdom of light, who can point the youth the way to its confines. The "what" of our ideals is constantly changing, and with it the "how" of our efforts to reach those ideals; but this is with every generation more clearly manifest, that the way is not of intellectual reckoning alone; no mere keenness of sensual vision, though aided by lens or magnet, can establish it; certainly no vulture's selfish or corrupt eye can see it; it is of the discerning of the clean soul of a man—a curriculum that makes the great past convergent in the youth of the present, and that makes a greater future divergent from him. The discipline is but the conforming of the lens on the one side that it may receive more and more out of the past and give more and more into the future, and this is a work which is not to be entrusted to machinery, but to the patient hand of a master.

But this must here be said of our curriculum, that it must not only lead young men through the years that lie at the threshold

of active life; it must fetch them to it, fit of body and intellect, and, what is more important, of spirit, to enter that life. There is to be no loitering or dawdling or pampering here. A troubadour, a sportsman, a dilettante, or even a philosopher, may be developed in a leisurely, easesome journey, in which one may wander as one pleases; but it is a perilous course in which to harden fibre, stiffen a will, and fix a character that cannot be shaken. We have here in this College a unique office and a unique opportunity among American colleges. Our standards of scholarship must be as high as the best endowed and equipped teachers can make them; but with a hard-working world about us, with no or little opportunity for indulgence in the activities which gave such color and charm to the campus life of most of our American colleges, we ought to demand, and to be able to secure, of young men (entering with the same training) a higher average of technical, if not cultural, fitness (or as great in less time). We ought, with the generous provision which the City of New York is making, to give them as good instruction, as thorough and as inspiring, as is to be had in any American college, for it must be a college in every best sense of the word; but we ought also to exact of those who come to us, as severe a labor in their service to learning as their brothers (who are forbidden these privileges) give to livelihood, as their parents give in their pinching self-denials, or as the great public gives, who lends of to-day for the bettering of to-morrow.

A curriculum, informed of such a purpose, leads not to a city inaccessible and unknown, but to a real, terrestrial city, where men go about their human tasks too hopelessly or thoughtlessly, where too many look out of darkened windows, and, tortured by passion, racked by disease, or starved of sympathy, forget the land they set out for—a city to whose lightening, brightening and purifying, this curriculum must contribute; into whose homes this College shall, as from some clean reservoir, let down clear streams of water, and in whose streets it shall plant trees of life whose leaves shall be for the healing of the nations.





*Wm. S. Webb, LL.D.*

President 1869 to 1903



BENEDICTION

BY THE REV. ALEXANDER DOYLE, C. S. P.

Oh God of every knowledge, bless the deliberations of this gathering, that the same may make for the best interests of the young men of our City. Thou hast said, "Except the Lord keepeth the city, the watchman waketh in vain"; therefore enable those who are entrusted with the sacred calling of education to lay the foundation of learning so deep and broad that, while the mind is trained, Thy commandments may be loved, to the end that justice, industry, and clean living may prevail in our land. Guide our educators in their task of developing the highest citizenship, so that our great country may continue to fulfill its mission of promoting a larger liberty and a higher happiness among its people.

These manifold blessings we pray Thee to send in abundance in the name of the Father and of the Son and of the Holy Ghost. Amen.



[After the Inaugural ceremonies were finished the guests proceeded to the site of the new college buildings for the laying of the corner stone.]



THE LAYING OF THE CORNER STONE  
OF THE  
NEW COLLEGE BUILDINGS

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TUESDAY, SEPTEMBER TWENTY-NINTH  
NINETEEN HUNDRED AND THREE

---

*MR. LAUTERBACH Presiding*







LAYING OF CORNER STONE TO NEW COLLEGE



# PROGRAM

PRAYER by the REV. CHARLES KEMP CLEARWATER.

## MUSIC

ADDRESS on behalf of the Trustees by EDWARD M. SHEPARD,  
LL.D.

ADDRESS and laying of Corner-stone by SETH LOW, LL.D.,  
Mayor of the City of New York.

ADDRESS by the President of the College, JOHN HUSTON FINLEY,  
LL.D.

## MUSIC

ADDRESS by BENJAMIN B. ODELL, JR., LL.D., Governor of the  
State of New York.

ADDRESS on behalf of the Faculty by Professor ALFRED G.  
COMPTON.

ADDRESS on behalf of the Alumni by CHARLES E. LYDECKER.

ADDRESS on behalf of the City College Club by ALEXANDER  
P. KETCHUM.

## MUSIC

ADDRESS by GEN. A. S. BARNES, Commander of Lafayette Post.

BENEDICTION by the REV. SAMUEL SCHULMAN.

## MUSIC



Mr. Lauterbach: In the absence of Rev. Prof. Charles P. Fagnani, D.D., Professor in the Union Theological Seminary, who is detained by illness, the Rev. Dr. Charles K. Clearwater, of the Class of 1876, will make the prayer.

PRAYER BY THE REV. CHARLES K. CLEARWATER.

Let us unite in prayer.

Almighty God, our Father in heaven, in whom we live and move and have our being, we invoke Thy presence and blessing upon us on this happy and auspicious occasion. After years of waiting and planning, we see to-day the consummation of our hopes and endeavors, and are met together, under these bright skies and these favorable surroundings, to lay the cornerstone of this noble institution of learning, around which the memory of so many of us is affectionately entwined. Knowing that our help is in the name of the Lord who made heaven and earth, we lift our hearts to Thee in humble thanksgiving and prayer. Direct us in this our undertaking with Thy gracious favor and further with Thy continued help all the work begun, to be continued upon this noble pile of buildings, and may it be carried to a perfect and speedy consummation; excite the skill and animate the industry of the workingmen; shield them from accident and danger; prosper and protect by Thy Providence all who have to do with this great undertaking. Let there be large and liberal means for the completion of the work so auspiciously and honorably begun this day. May the plans of large extent and liberal design both materially and educationally now developing for this college be forwarded and prospered by Thee. We thank Thee for all its past history of enterprise, honor and usefulness. May the many who have graduated from its halls in the half century and more gone, be honored, helpful and patriotic citizens of this great municipality, which has given of its money and manhood for its support and

perpetuation during all of these years. Bless those who control and guide its destinies. Remember those who teach and instruct herein; enlighten them with Thine own wisdom and constrain them by Thy own grace. Bless, encourage and guide Thy servant who this day has been inaugurated President of this college. Make his administration one of progress and power. Graciously remember our old friend and leader who, for a quarter of a century, presided over this institution. Make his old age bright and glorious by Thy presence, even as he is held in loving remembrance by so many of us. Hold in Thy kind care and keeping our sons and comrades who are to-day receiving instruction in this old institution, a new chapter of whose history we are beginning just now. We pray Thee that Thou wilt bless the young in every place. Sanctify their youth. May they grow into an honor which is unimpeachable, a purity which is unsullied and an intelligence which is sound, patriotic and holy. May education flourish more and more amongst all our people. To this end bless all schools, colleges and seminaries of learning. Graciously endow with Thy benediction our public schools of which this college is the crown and capstone. In the years that are to come may this institution be continued and grow in power and usefulness as in the past. Remember the sister institutions, colleges and universities of higher education in this city and throughout our land. May there go a sanctifying influence with all education and may the conscience as well as the understanding be trained Godward. Impress us with that fear of God which is the beginning of wisdom. Preserve us in the possession of our civil and religious liberties, and may a free school, a free church and a free press be continued to us in the future as in the past—our safety and our guide. May faithful industry, domestic prosperity and national honor prevail through all the fair borders of this fair land. We pray for those in power and authority, for those who make and execute our laws, for those who sit in justice and judg-

ment in our great and beloved city, state and nation. Make us all true citizens, law abiding, unselfish. Help us to love justice and to preserve truth and right. Guard us from famine, pestilence and war. Bless our homes, families, places of business, our churches, hospitals and the numerous public and private charities which cast so great a glory on our honored city. May the whole land and all the world be lifted by truth, intelligence and righteousness. Let Thy kingdom come more and more. Hear us in these our petitions, pardon our sins and answer us for Thy name's sake. Amen.

ADDRESS BY EDWARD M. SHEPARD, LL.D.

ON BEHALF OF THE BOARD OF TRUSTEES

Mr. Mayor, President Cleveland, Gentlemen of the Board of Trustees and of the Alumni, Students, Ladies and Gentlemen:

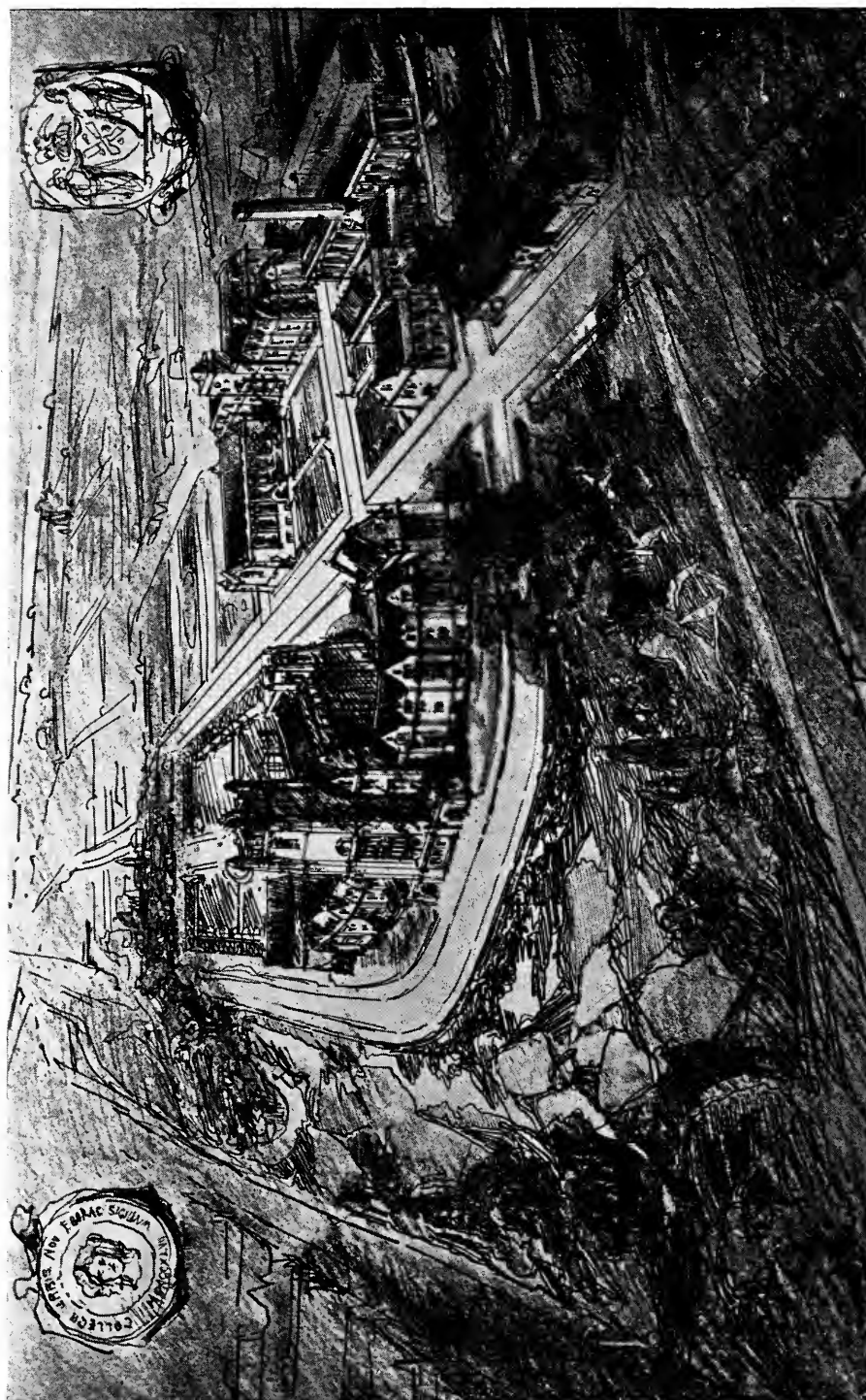
The Trustees of this College of Greater New York rejoice that the greatest day in her history has come under their auspices. We rejoice that in the time of our service are consummated the labors and appeals of her cherished and cherishing children. We are honored that as hosts we may welcome you, Mr. Mayor, to offer by your presence and your words in behalf of the city and the citizenship of New York, a noble gift to the truly American cause of free education. We are honored to welcome to this service of dedication the President of the College, her faculty and her instructors—to welcome also her alumni, to whom this ceremony, while it means promise, must still more mean a grateful retrospect—to welcome her students whose sentiment toward her is one of grateful expectancy—to welcome citizens to whom the corner-stone now to be laid symbolizes the rich and varied history of the past, and the glory of the future of our municipal life.

The service of this afternoon holds, we believe, a deeper and larger significance than any other event in the life of our college

since that life began. For we celebrate to-day here the end of the experimental life of the college, its achievement of a complete maturity. We celebrate the complete, undisputed, undoubted establishment of the college as an integral, principal, perpetual part of the public administration of the chiefest city of our land. To-day is forever ended, at least for the American Metropolis, the long controversy whether it be the duty and privilege of government to give higher education to those who are competent and who will use it to the advantage of their fellowmen, and to give it without distinction between rich and poor or any other discrimination whatsoever, except upon the ability of the young citizen to employ well and fruitfully his learning, when he shall have got it, and his willingness to make the self-sacrifice which higher education and its fit use inevitably require. The foundations here already laid, and to be laid, in primal and undisturbed rock, the heavy walls of steel and iron which those foundations are to bear, the spacious courts, the gothic facades which the genius of a great architect, by whose presence we are honored to-day, bids here arise—all these commemorate and will commemorate the solid success of the preliminary or trial half century of our college life. They are prophecy of the assured success and dignity of the college in the ages to come, through all the ages, indeed, which the city itself shall know.

Fifty-seven years ago it is that the people of the former and lesser city voted that, at the head and in the leadership of their newly created system of free schools, should be set a high or highest school of essentially collegiate character and purpose. In obedience to that direct affirmation of popular will were erected in 1847 and 1848, six miles south from the place where we are now gathered, but then in the far northern part of the city, the beautiful walls of the Free Academy—the Free Academy dear to the heart and memory of many who are assembled here to-day. The narrow limits of that first building and of the lot on which it stood left no room for growth. The modest name of “academy” by which the college was called, the title of “principal” assigned to its head, some features of its curriculum, all suggested the tentative, if not the temporary, character of the undertaking. Not





BIRD'S EYE VIEW FROM THE NORTH EAST



until to-day had the city—certainly not until to-day has the greater city of which the city of 1847 is but one borough—treated the experimental stage as ended, or the college as surely and forever founded. Again and again, and almost until to-day, have the citizens of New York, entitled to respectful hearing, denied the wisdom of education at the public expense above the grammar schools. Every enlargement of our college quarters has been made timidly and only for the present. It was with apology that in 1866 the name of “college” was assumed, in order that the true place and office of the institution might not be misunderstood. Not until 1900 did the college secure a governing body of its own in the present Board of Trustees; and even that change, vital as it was to the autonomous life and larger use of the college, was adopted with anxious thought and a real doubt whether the college were yet deeply enough settled in the abiding judgment and loyalty of the city for a secure survival, otherwise than as one of the schools subject to the Board of Education.

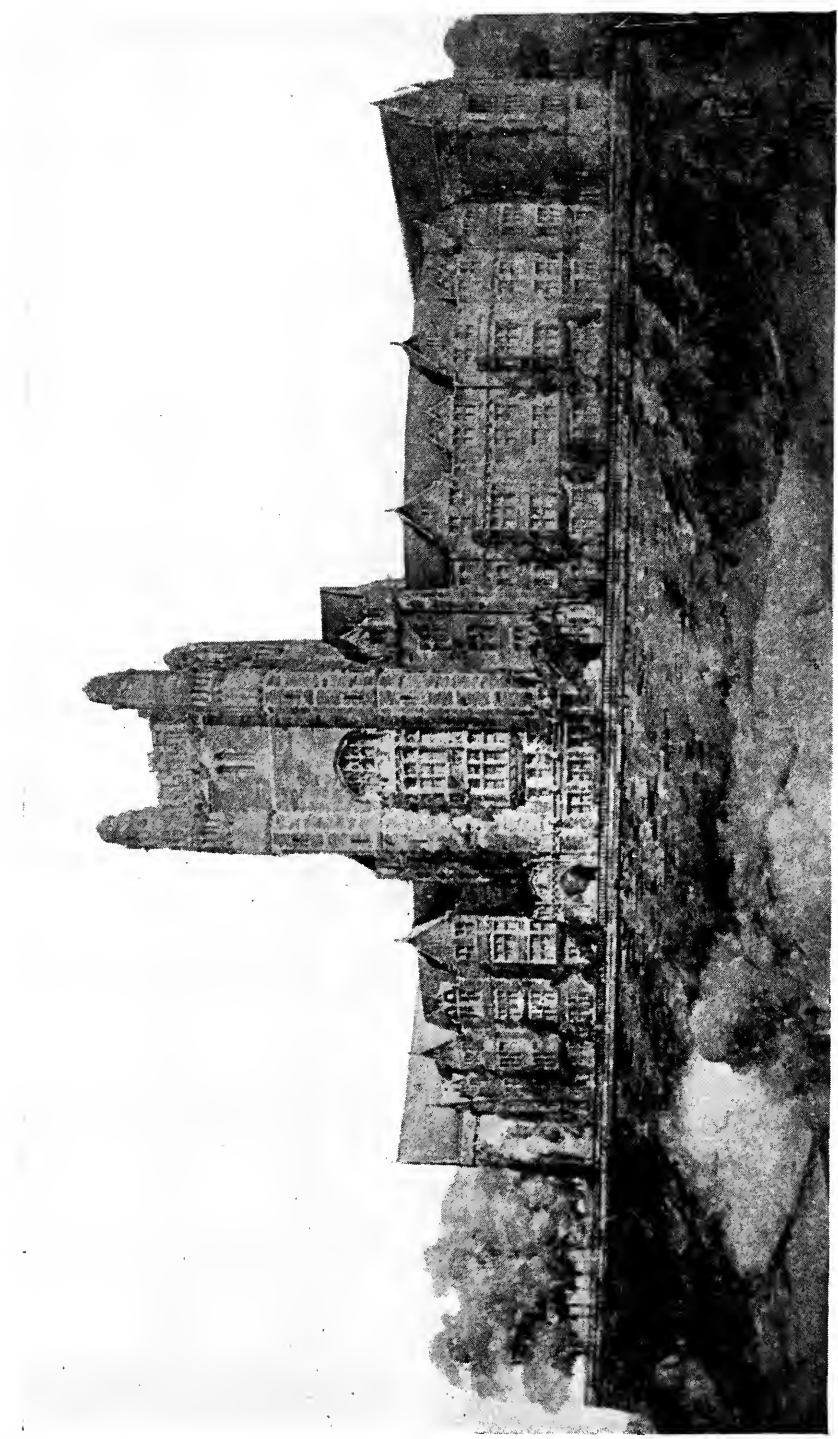
But to-day brings to an end all this uncertainty of our first half century. These splendid heights of the patron saint of the city do not rest here more surely than do and shall stand here the walls of this particular Alma Mater herself. For five decades she has been venerated by her children. To-day we affirm that she is venerable to the whole world, and shall always be, and that the truth of this is made plain by many things. The far ampler and fitter, though not excessive income assured to her during the last three years, the final dying out of criticism against that public policy upon which the college stands, and which is hallowed by the names of Washington and Jefferson, the recognition by city, state and nation, symbolized by the rich ceremonial of the welcome this morning accorded to President Finley in the presence of the ex-President of the United States and the Governor and the notable gathering of the chiefs of education in our land—and now in the laying of this cornerstone by his Honor, the Mayor, as a service for which even his great office is none too exalted,—all these have one noble meaning. That meaning is nothing less than this: that here dwelling in many and spacious halls and looking out from this terrace, the free college shall, so long as the city endures,

and to all within her borders, remain puissant, rich in benefaction and far reaching in benediction.

*Finis coronat opus.* The stately and permanent buildings of the college sum up many, very many, labors. A quarter century ago the college had sturdily outgrown the building once sufficient for the Free Academy. Then came the workshop and other additions; then the overflow of students into distant and inconvenient buildings not fitted for college uses; then the more and more crowded rooms for recitation; then the excessive numbers in the teaching sections; their increasing and at last intolerable constraints and difficulties resting upon professors and instructors and students alike; then the first faint suggestion of new buildings; then the definite appeal for them; then the unwearied and able advocacy of a sufficient and even magnificent plan by the faculty and alumni; then the final and effective leadership of that patriotic agitation, rendered by none more effectively than by Prof. Compton, Prof. McGuckin, Everett P. Wheeler, Charles E. Lydecker, G. Holmes Crawford, and Col. Alexander P. Ketchum, and by others whom time does not permit me to recall; then the many defeats and the many more delays; then the long time refusal of the city authorities and their hesitant and chilly reception and consideration; then the hard won assent; then the cordial support, never better accorded than by the chief magistrate of the city who honors us to-day; then the troubles over the site and land titles. Throughout all these labors, these disappointments and these sorrows, our song was "*Forsitan et haec olim meminisse juvabit.*" To-day, under these clear and shining skies our song, thank God, is a *Te Deum*.

Upon these lofty fields before you, we affirm that, during all the future life of this city, here shall stand the halls, the rooms, the towers of a college, at no distant day to be the largest, and, for American civilization, the chiefest college of the land. It shall, we affirm, and we promise, be a worthy crown of the free school system, a true college—nothing less, nothing more, a cordial ally of all other colleges and schools, a college not given to technical or special education, but a faithful supporter and feeder of universities, of other professional schools, and of all enlightened and





ST. NICHOLAS TERRACE FACADE—MAIN BUILDING

disciplined citizenship. It shall represent the best training to which young men of intellectual gifts may—to the benefit and honor of the state even more than of themselves—dedicate years of rigorous economy and self-sacrifice, after their graduation from grammar or high schools. The college shall be free. We promise that no young man, fit for its privileges and equal to its arduous service, shall be denied admission. As at the water gate of our city shines the torch of a true Liberty welcoming the nations of the world, so here our college, here and for ages anchored, shall truly represent that public order, that self-restraint, that unswerving righteousness, which are essential parts of the American ideal of human liberty. The facades and towers which here arise will themselves be bulwarks against tyranny over man or over his free intelligence. And since we promise that these glorious buildings shall be indeed a glory to the city, what so fitting as that we should ask, as in behalf of the Trustees I do now ask, the Chief Magistrate of the city to bring us the promise and affectionate greeting of the American Metropolis.

1

HIS HONOR, THE MAYOR, SETH LOW, having tapped with a trowel three times on the block of marble, said:

Mr. Architect, Mr. Chairman, Citizens of New York and Friends of this College, I pronounce the cornerstone of the College of the City of New York to be well and truly laid.

#### ADDRESS BY MAYOR SETH LOW

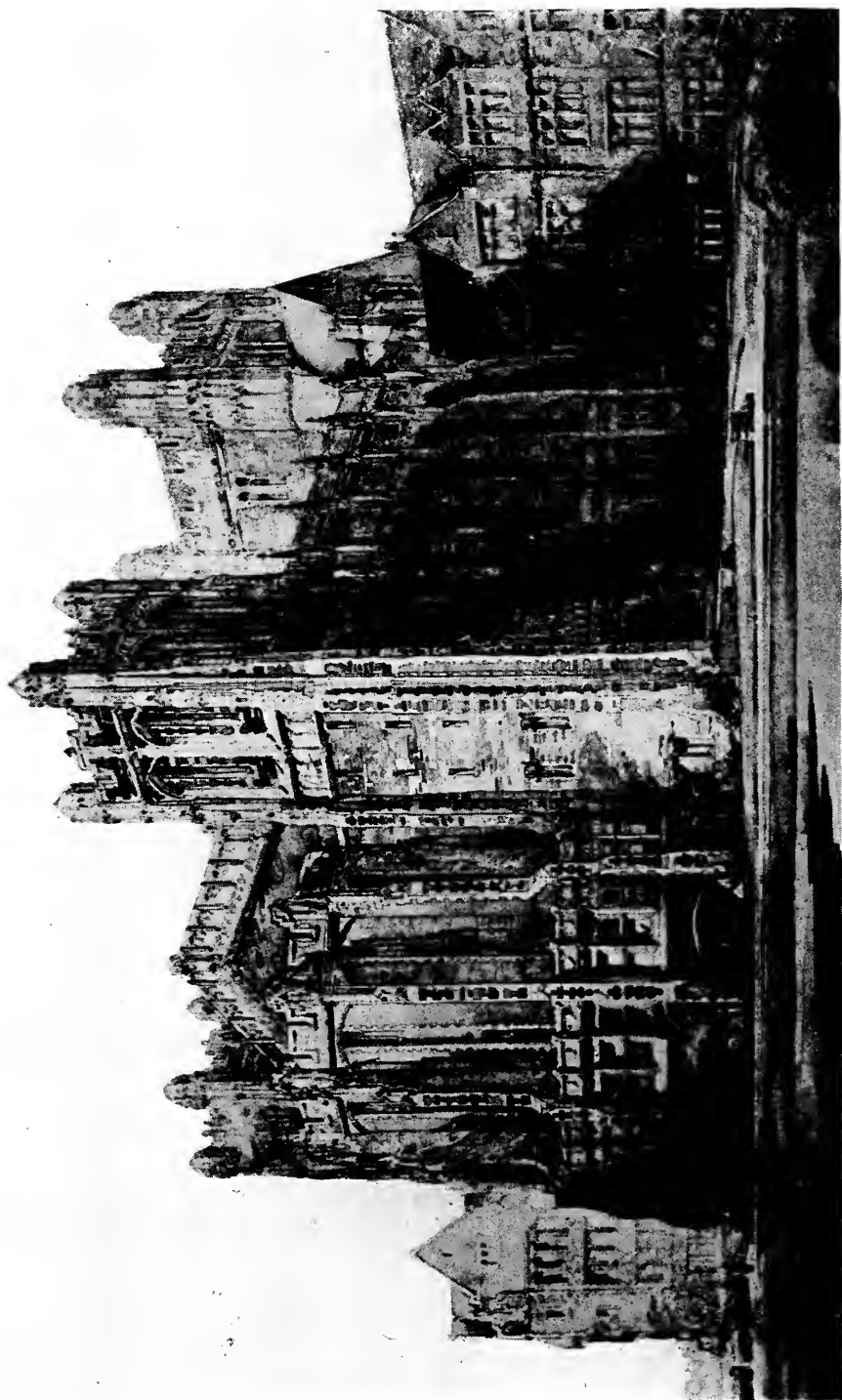
Mr. Chairman, Mr. President Finley, Governor Odell, Ladies and Gentlemen:

It is a singular pleasure to me to be permitted to associate myself with the College of the City of New York by laying the cornerstone of its new home. It is particularly gratifying because, as an alumnus of Columbia College and a former President of Columbia University, I am thus enabled to show my personal sympathy with the work of higher education which has been done so creditably and for so many years by the City of New York

itself. This sympathy with and interest in the College of the City of New York have not been born of my official relationship to the city itself. For many years I have taken pride in the College of the City of New York and have rejoiced in the fact that the city was willing to maintain it. I have always believed that everything relating to the higher intellectual life of the city is the stronger because the city itself cares enough about such things to tax itself to maintain this college. The roll of distinguished alumni who have been graduated from its halls is the best evidence of the fact that it has done its work well and that it has a right to be. Standing here to-day, I want to pay a tribute of admiration and respect to the gallant soldier who so long directed its destinies, General Alexander S. Webb. The city itself is his debtor for the long years of devoted service which he has given to this college. I speak for all our citizens when I wish for him the enjoyment, still, of many peaceful and happy years.

To-day, however, marks not only the laying of the first cornerstone of the new and beautiful buildings for the City College, but also the installation of its new President, Dr. John Huston Finley, who is already well known in New York. These incidents combined make it abundantly clear that the City College is at the opening of a new era. The change in physical surroundings is not more marked than the educational significance of this new departure. The introduction of high schools into the public school system of the city has made it inevitable that the College of the City of New York should conform itself more closely to the normal type of American College in all parts of the country. Such a college in these days demands much more generous equipment than could possibly have been supplied by the city in the restricted space at command on Twenty-third Street; and it also requires the shaping and direction of a man, young and vigorous, who is himself thoroughly familiar with the educational system of the country in all its parts. In Dr. Finley the Trustees have been fortunate in securing such a man, who can bring to this good work, not only a wide acquaintance with the educational conditions of the country to which I have alluded, but also a certain familiarity with the life of New York, which is a most important





ASSEMBLY HALL FROM COLLEGE GROUNDS



qualification for any one called upon to do the work that is now devolving upon him. I believe that the city will sustain him heartily in every effort he may make to advance the efficiency and reputation of this college, of which the people of New York are already so proud. It is an interesting circumstance that, when the City College removes to this new site, it will lie midway between Columbia University on the south and the New York University on the north, two institutions, with both of which it is certain to be in close and friendly relationship. The buildings to be erected here, judging by their plans, will compare not unfavorably with the buildings of either of these universities. The site also lends itself admirably to the development of a series of buildings which will be a veritable ornament to the city. I confidently believe that the inner life of the college under these new conditions, and in these beautiful surroundings, will be deepened and enriched in a very real sense. The college ought, under such conditions, to make enduring and manifold return to the city for the great outlay which the city is incurring in its behalf, and I have not the least shadow of doubt that it will.

I congratulate the Trustees of the City College, its new President, its faculty, its alumni and its students, upon the great prospects that are opening before it. I doubt not that decade by decade it will justify abundantly the hopes and anticipations of those whose faith and courage and devotion have placed it here.

#### ADDRESS BY PRESIDENT JOHN HUSTON FINLEY

Mr. Governor, Mr. Mayor, Ladies and Gentlemen:

It is difficult, looking out upon and across this greatest city of our continent, not to think of its mighty present or to speculate of its mightier future, but we owe the past some thought of it in our joyous celebration of what has through it come to us in the present and what is so richly promised to us through it for the future. I would then, as was the custom among the ancient Romans, carry with you a bit of the bread and a portion of the oil, the wine and the milk of our thought to-day, and pour it over the dust of those

who have gone, the ancestors of our college, the forefathers of our hopes.

And what a noble grave has here been digged for them, here where the tumults of a remote age heaved their eternal rock for our building and the commercial and industrial tumults of our own age have gathered the human millions at its base—a noble sepulchre upon which a permanent altar is to rise. For we stand on the edge of the grave to which their memories are to be transferred and reinterred. Yet it can give no color of sadness to our celebration that we stand so near a place of sepulture; rather is this to increase our joy, for this place is to be as the sepulchre of the prophet Elijah into which the dead Moabite was thrust. These memories will be as the potent bones of that ancient seer that will quicken and restore to life those whom they but touch.

The stone which has just been laid by our Mayor is the bearer of a prophecy and not of an epitaph; yet the prophecy must always carry the epitaph within it and, indeed, can divine only what the epitaph has made possible. Those who lift this stone, centuries hence, perhaps, will find that prophecy written more clearly than our eyes can now see, in the records that have to-day been encased within it—the records of what the past has given to our keeping and increasing. All we can know is that we are, in our doing and living for this institution, to write the epitaph into the prophecy, and may it be a glorious prophecy. We stand here at the conflux of two eternities, the one behind us, the other before. Through us who live upon the earth to-day, and through us alone, the past can express itself and live on. And through us of this college to-day, its alumni, teachers, students and friends, the whole of its past, from the day that Townsend Harris proposed its establishment, must flow. Upon us depends what of its influences shall go on through and to an endless future. Think then not only of the obligation which the present and the future put upon us but the compulsion of the heritage of the past.

And may this white building which is to rise over this stone be for us a phylactery which this city is to bind upon her forehead, a frontlet between her eyes, a phylactery with the prayers and commandments of the past given of our prophets out of the heav-

ens, wrapt within it. So shall this altar be not only as a memorial of what has been and of those who have led us to this day, but as a sign that the law is in our hearts to-day.

I realize that it matters little what I say here—it matters little to those whose mouths and ears are now stopped with dust; it matters little to you who stand around their grave thinking each of his own brief task; but it will be of vital and lasting importance what we do and are here. And shall we not, trustees, faculty, alumni, students and friends of this college, out here under the sky and in the visible presence of this great city, which cannot stop its work to join us in this ceremony, but which is giving, every man of his day's toil to help us, shall we not here pledge anew our devotion to the ideals of this college, keeping the testimonies of the past in our purposes and the prayers of the present upon our arms?

To you, Mr. Governor, as head of this Empire Commonwealth, that brought this college into life, to you, Mr. Mayor, as head of this city which gives that life continuance in nourishment from its own breasts, and to you Mr. Shepard, who here represent that devoted, high-minded body of men who guide its ways by their counsels, I bring, as I am sure I may, the gratitude, both of those who are permitted to study, and those who have been called to teach, and the promise to give back to the state or city of our birth and nurture, all that our filial purposes can repay in unselfish doing, in honest thinking and in brave being.

#### ADDRESS BY GOVERNOR BENJAMIN B. ODELL, JR.

Mr. President, Ladies and Gentlemen:

In 1732 the Colonial Legislature established a free school for "the teaching of Latin and Greek and the practical branches of mathematics." This was the germ of what since has become Columbia University, and was the first recognition of that higher education received in New York. The universities at Cambridge and New Haven had long since entered upon careers of usefulness. The mental attainments of our young men were the subject of ridicule, which seems to have been recognized and repudiated by

the Legislature in the preamble to the Act to which I have referred, which says: "Whereas the youth of this colony are found by manifold experience to be not inferior in their natural geniuses to the youth of any other country in the world, etc." Those who condemned our apparent lack of advancement had to learn that the slow progress in New York was occasioned, rather by the desire to establish upon a firm foundation, than upon hasty conclusions that might be a hindrance to future success.

Following this new work came the University of New York, with an income restricted to forty thousand bushels of wheat annually. From this beginning has come that magnificent system which is evidenced by the twelve thousand school-houses in every part of our great commonwealth, a system which is educating for the battles and pursuits of life more than a million and a quarter of children at an annual expenditure of nearly forty millions of dollars. We have thus made, not only certain the perpetuation of the common school system here in New York, but by our experience and example who have led other states along the same lines with resultant benefit to our common country.

In the earlier days of our Republic, the ordinary common school education, except to the professional man, was thought to be all that was necessary for the avocations of life. Therefore, while taxation for primary education was not objected to, the so-called higher education was thought to be a function not of the state, but for private benefaction. Sectarian principles, happily removed by constitutional enactments from our common school system, oftentimes led to conditions in our earlier days which the wisdom of the people of the present day has, not only eliminated, but has made rather a means to an end than an obstacle in the pathway of progress. The state's approval of sectarian principles in a country, where everyone is entitled to liberty of conscience, would be not only distasteful but clearly wrong; they furnish, however, incentives whereby there is supplied by private donations that which is denied by public benefaction.

The state has never led the individual in our great charitable and educational work. It has followed the results attained by our benevolent and educational associations, and our present high





SUB-FRESHMAN BUILDING FROM AMSTERDAM AVENUE

standard is the result of an insistence by them for public morals, and efficient administration. Our people have, therefore, come to look upon our great universities and upon our semi-public hospitals as examples which, not only give opportunities for benefactions, but as models for the administration of similar institutions by the state. This collective work has produced results which are the wonder and admiration of the world. These mutual efforts have served, perhaps, to clearly mark the line between the work of the individual and the state. That both have responded equally is shown by the value of public and private institutions for higher education, there being in our commonwealth alone \$80,000,000 of public and \$83,000,000 of private property devoted to this branch of intellectual development. Here in New York City is to be found one of the few exceptions to the rule, that collegiate education was mainly a private concern. The growth of the College of the City of New York since 1847, when it was authorized by a large majority of the voters of the old New York, has been phenomenal. It was an experiment and a departure that was only possible in a community so vast and so wealthy. It is, therefore, in no sense to be regarded as a menace to the ambition of the individual. To the latter there still remains the work for the education of those from the less wealthy sections of our state. To you is also given, as a community, a large part of the duty of the preparation of these young men and women for the advantages which have been supplied by endowment. Equality of taxation is always desirable, but above all there is the necessity for trained intellects, and to accomplish this education, increased burdens, whether it be by private or public benefaction, are justified.

It is easily seen that here in this great cosmopolitan city the departure you have made from the established usage and custom has had its reward in the results produced. Among your alumni are to be found men prominent and successful in every walk of life. Jurists, statesmen and men of affairs, not only reflect honor upon this institution, but by their conservative judgment of public affairs are a force that will always work for the public good. A good citizen in even the remotest community is an asset of value to this great municipality. For this reason taxation which pro-

duces this result should not be measured alone upon assessed valuation but upon ability to contribute as well. This deduction is more in line with the high principles of true citizenship than carping criticism of those who measure the advance of the state by the intellectual growth of its people. It has been this conception of our duty that has produced results which have made our state the great commonwealth that it is. It is not alone that we should prosper in material things; not alone that here should be the seat of financial power of the world—these are results which follow intelligence. We should aim also to inspire through education respect for our laws, to instill higher ideas than those which pander to the mere creature requirements of mankind. We should aim to bring about that mutual forbearance and that respect for individual rights which are only possible when there is a clear understanding of that which government represents, an understanding that can only come from a study of our social and economic laws and the necessities of the people.

Here in New York City problems constantly arise that can be found in no other community. Here come those who oftentimes through disappointment fail to realize the future which had been their dream. Their encouragement by those who, through energetic and sympathetic means, have been the medium for the alleviation of human suffering, is requisite. The charity of our people is always at their command—not that charity which degrades, but that which seeks to elevate, which seeks to instill patriotism and lend aid for advancement. While to the old we may only offer sympathy, to the young we hold out inducements which come through education. Through them may come decent homes and understanding of the possibilities which await energetic manhood. By this means only can we hope to assimilate in our population those who come annually to our shores. How necessary, therefore, that all over our state there should be that co-operation which is not environed by locality, but which shall be state—wide and not even limited by the boundaries of our country.

It is these thoughts which should impress themselves upon our minds as we to-day dedicate the building which is to be erected here, a monument, not alone to education, but to the wisdom and



patriotism of the founders of The College of the City of New York. The Empire State, the first in all that denotes progress, the leader in every work that seeks to benefit humanity, still has a greater work, a still more important place in the great future; a future which, let us hope, is not a black chasm of despair, made so by our neglect of opportunity, but rather a future where all may share in those results which have their basis in the rock of knowledge—upon the sure foundation of rights made secure by the education of our people.

## ADDRESS BY PROFESSOR ALFRED G. COMPTON

### ON BEHALF OF THE FACULTY

Ladies and Gentlemen, Fellow Citizens, Friends of The College of the City of New York:

About fifty-four years ago, in the chapel of our college, the faculty of the Free Academy was presented to the people of New York City by Robert Kelly, the President of the Board of Education, who spoke wise and eloquent words of encouragement and advice to the ten professors, the whole teaching force of the academy at that time, to whom the fortunes of the Free Academy were that day entrusted. Of those ten men, only one now survives. Dr. Oliver Wolcott Gibbs still lives, but in retirement, devoting the last years of an honored life to the scientific research in which he always found his chief delight. The faculty thus brought into existence, changed and yet the same, still stands before you, and I have the honor of speaking for it on this long-hoped-for and long-deferred day of joy and thanksgiving.

It would be a pleasure to me if I could put before you, in their habit as they lived, those ten men and the other able and zealous men who surrounded and followed them and made the College what it is; but for this I have neither the time nor the graphic skill. To have enjoyed the companionship of these men as pupil and colleague, for almost a lifetime, as I have enjoyed it, I count as one of the chief blessings of a singularly fortunate life.

At the head of this faculty stood, for twenty-one years, the first President, Horace Webster, whom very many of you remem-

ber well. Above all other traits in a strongly marked personality, that which most distinguished him was, in the best sense of a somewhat overworked word, loyalty to the college. His mind never harbored a doubt as to the rightness and greatness of its mission; its interests were never absent from his thoughts, and he concerned himself, much less, I am sure, with the profit, the dignity and the power of Horace Webster, than with the welfare of the students under his charge. As was Webster, such, I felt, was his faculty, and, though every drop of its blood have changed, such, I feel, is the faculty for which I speak to-day.

For the college that Robert Kelly and his associates gave to the people of New York, we, its Faculty, claim no high pre-eminence, and, acknowledge no inferiority; we call it just a large and most excellent college; with a mission—the mission of keeping open for all the boys of New York the avenues to all the highest learning, and of so stimulating and guiding the schools of the city that it and they may work harmoniously and effectively together to that high end.

Our College came into existence at that period when the common school system of our country had, in most of the states then existing, been pretty definitely shaped, when our people had given up the endeavor to teach in schools common to all, the principles of religion, on which men cannot be made to agree, and had united on the teaching of knowledge and morality, on which it is hardly possible to make them seriously disagree, when they had learned that the people will not have education as a bounty, but demand it as a right belonging to all alike.

By the law of 1842 the common school system of the city became firmly established, as that of the state had long been. Thenceforth that system, neither irreligious nor uncharitable, was dissociated from religion and charity alike. Never again will it be spoken of, as the system of the first half of the century repeatedly was, as designed “for the instruction of such children as are the objects of a gratuitous education.” Never again will it occur to a governor of our state to say, at the dedication of a new school building, “I trust that the humble objects of your bounty presented this day to your view will not detract from the solemnity





GYMNASIUM AND SUB-FRESHMAN BUILDINGS FROM COLLEGE GROUNDS

of the occasion." Never again, it may be supposed, since school, church and asylum have been so completely separated will any serious attempt be made to reunite them.

From this common school system sprang the College of the City of New York, to that system it belongs, and of it, it is the natural head, from which all the parts should receive co-ordination and guidance.

The peculiar traits impressed on the college by its founders and its first faculty it retains to a considerable extent to-day, but it is less peculiar than it was, because in some of its departures from precedent, it has been overtaken and even passed by some of its associates. One change it has undergone which it does not owe to its faculty, but which was made in obedience to a power set above faculty and trustees alike by the law of the land. Its course has been lengthened from five years to seven. This change, though it does not actually close the doors of the university or the professional school to any, does make the access to them harder, and the experience of this faculty shows, we think, that it was not necessary. The mere length of time spent in study can give no indication of a student's proficiency in it, or of his fitness for a given work. If the rate of progress of a class is adjusted to the ability and industry of the better students, rather than to those of the careless, dull and indolent, five years may be as good as seven or eight at the pace of the mediocre, the lazy, or the pleasure seeking; and while it might possibly be improper to require this high rate for primary classes, it seems quite right to approximate more and more to it in higher grades.

The faculty had from the beginning a marked tendency toward strict discipline, strong mathematics, hard work and a rigorous marking system, a tendency due no doubt in a great measure to the influence of Webster, Ross, Franklin, and their adviser Davies, in short to West Point. This tendency was reinforced by a remarkably strong corps of assistants and followers, Irving, Duggan, Roemer, Gibbs, Beach, and others. Moreover, many of the best graduates of the college were taken into its service, who helped to fix and strengthen its traditions, and there has never been any violent change in its government, to uproot or seriously

disturb them. The faculty therefore stands now, with little change, for what it stood for at first.

Up to these quiet but imposing heights, then, heights once resounding with the storm of battle, but now already devoted by our sister, Columbia, to the peaceful pursuits of art, literature and science, comes now this young, yet old, Faculty, to rejoice with the Trustees, the new President, the students and alumni of the college, our associates from other colleges, the public officials of city, state and nation, our citizens, and all the friends of liberal culture everywhere, on the formal founding of the noble temple of learning which is to stand here as a light set upon a hill to be seen of men. To each of you we offer our warmest congratulations on this most auspicious event, full of promise, scarcely more to us of the college than to every one of you; but chiefly to you. Mr. President, our appointed leader, and already our esteemed colleague and friend, we address ourselves expressing our hope that you may for many, many years guide the noble institution over which you are called to preside, through ever widening fields of usefulness, and popularity to ever loftier heights of honor and renown.

#### ADDRESS BY CHARLES E. LYDECKER, ESQ.

##### ON BEHALF OF THE ALUMNI

Mr. President, Ladies and Gentlemen:

We might, indeed, rest content with having laid the cornerstone of so great a building, for so noble a purpose, on so magnificent a site; and if no words were spoken, the simple services this afternoon would, of themselves, be a typical exemplification of the modern educational spirit; a great object lesson, by the people, of what the people can, and will do, for the people.

The erection of this magnificent free college where a liberal, expansive and strong mental equipment is to be given, without price, to the sons of the city, proclaims the onward movement of the enfranchisement of all mankind in the world of thought. Naturally, too, it suggests how vastly changed are the plan and scope of education to-day, compared with those of former ages.

The exhortations of the most conspicuous land-marks in the history of the progress of education, while wise beyond their time, were never so effective as those which have fallen upon the ears of the governing power in the closing years of the last century. No such immediate results came from them as have come from the pleas of the masses.

We pass from the ages when education was comprised in the work of the daily life of a people, added to the learning which the church monopolized, to that time when the great teacher Martin Luther proclaimed, nearly 400 years ago, that "the best and richest treasure of a city is that it have many pure, learned, intelligent, honest, well educated citizens, for these can collect, preserve and properly use whatever is good." The foundation of popular instruction, imperfect as it was, was then laid. But the work grew mainly out of theological activities, in which the Protestants and Jesuits, with great zeal, created schools, colleges and universities, devoted to the comparatively narrow fields of thought, of logic and of language. A reaction gradually took place by reason of the advance in scientific knowledge and general literature, and by the work of such men as Montaigne, Bacon, Milton, Ratch, Comenius, Fenelon, Locke and others, a more abstract and skeptical thought was created, which directed the mind to the study of mankind, and of antiquity. The assertion of reason was the result, and this gave birth to the many wrongs and rights of liberty at the end of the eighteenth century, but not until then began the real popularizing of educational work.

From the first school house in Berne in 1481, the schools of Holland and those of Germany and of the ecclesiastical orders, to the schools of Pestalozzi, Froebel and Lancaster, at the beginning of the nineteenth century, the progress of the schools of Europe is to be traced, but not in them is shown the progress of the schools of the pioneers in this land of Liberty.

In New Amsterdam the school was one of the first thoughts of the Dutch colony. Roelandsen was sent over as schoolmaster in 1614, and education in the rudiments was an essential of the colonial life. Harvard College was founded in 1638, and the town schools of Massachusetts in 1647. The first public school in Con-

necticut was founded in 1639. Rhode Island had a public school in 1640.

The school life was more universal in the freedom of the new world than it ever was in the old, though the curriculum was indeed narrow in its beginning.

From the creation of the public schools of New York to the founding of the Free Academy in 1846, by the vote of the people, a progression of educational thought, of pride and patriotism concerning youth that is most noteworthy, took place.

When fifty-seven years ago, the arguments for the founding of this college were made, and its opponents were, after full discussion, silenced, by an overwhelming popular vote, the diligent toil and patient work was begun, which to-day is rewarded by the laying of the stone which types the massive walls, the cloistered chambers of academia, the richly laden shelves of storied thought, the full equipment for laboratory work and natural philosophy application, and the large corps of laborers in the field, who, strong in the faith of the dignity of their occupations, will lift the young sons of New York to serve their home, their nation and their Creator.

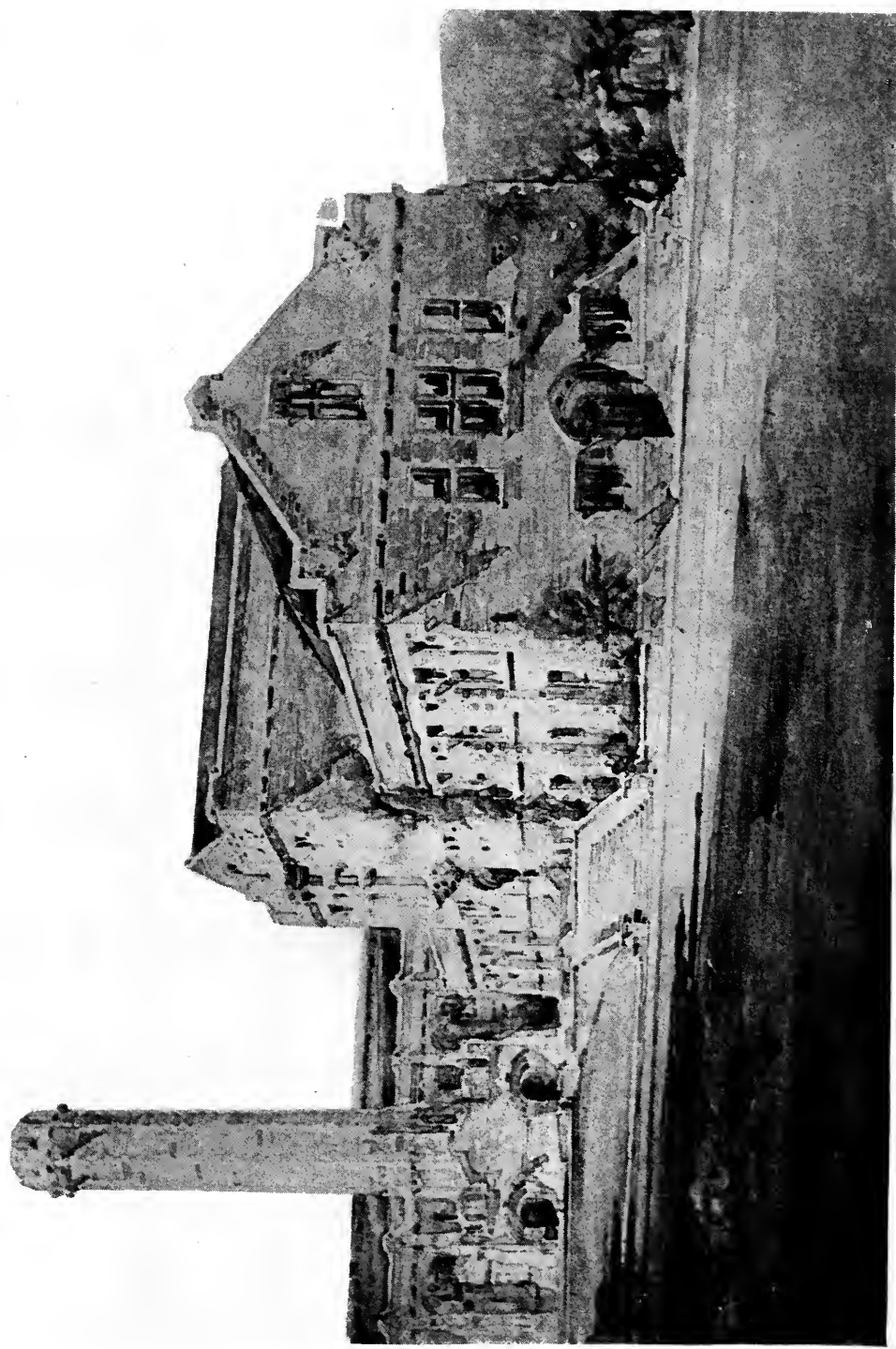
This great reward which the people of New York gives to the success of the work of the Free Academy and the College of the City of New York, creates a thrill of pleasure in the graduates who have gone from its halls during these fifty years.

They, of all men, have felt, and feel, the gratitude of loving sons, and they prize the opportunity to speak that gratitude to-day. And on their behalf I now may speak of that which they have done toward evoking from the people the edict, that the work of their alma mater has been great, ennobling, widespread in its beneficence, and worthy to be fostered and expanded. Harkening with sympathetic ear to the story which, for fifteen years, their beloved preceptors told, of crowded halls, of disadvantageous surroundings, and of disappointed youth, they long ago took up the task of aiding the people's servants to give to the college an adequate home.

Legislators in a republic are not all stocked with knowledge when they receive their certificate of election. Education must go on with them. To stir public opinion regarding the poor, the







CHEMICAL AND MECHANICAL ARTS BUILDINGS FROM COLLEGE GROUNDS

sick, the wicked, the young, in short those who cannot act for themselves, requires disinterested laborers, volunteers.

And to the alumni of the college, the officers of the college turned, and turned to get ready response.

To-day in the stone, upon which this building shall rest, have been placed the reports of the Committees of the Associate Alumni of the College of the City of New York, which tell the story of appeals to the press, of computations and presentations showing the growth of the city, the center of population, the needs of the institution, of the arguments before the public officials, of the drafting of bills, of the introductions of these bills in the Legislature, of the journeys to Albany to present the claims of the college to the Legislative Committees, and to the Executive Head of the State. They tell how, when after patient labor, the bill had been progressed through the Assembly and the Senate, the labors of eight months were foiled in 1894 by the veto of the Governor, and how in the following session, the stone, which appeared to be at the foot of the hill, was rolled up again, to be securely kept there by Governor Morton's approval of the Act by which this ground was acquired.

Time will not suffice to name the men whose hearts beat high in the hope to serve their college, their city, and their state, in promoting the welfare of this institution. Some have gone to their eternal reward, but to-day many are now here glorifying in the fact that they did unselfishly what they could in the day and hour when their help was needed.

Their names are in the stone which Mayor Low has this day set, and that will be reward enough, and more than any of them have sought.

Nor do only the men who have graduated from this college appreciate to the full the glory of their state in building this useful structure, but also those who have sipped its life-giving waters, and who could not stay to complete a course of study, and who are numbered by thousands in this great city, joyously acknowledge the good it wrought in them, and they have been made its friends and well-wishers, and they stand as they stood when the legislation for its growth was sought, ready to help it. The legis-

lative representation from New York was full of such men, and many were the unexpected tributes which were heard, when committees were addressed, from those who had been able to spend a few months in its walls.

Great commonwealth of New York, standing where innumerable life toilers come from other shores to enter the new world, the advocates of liberty, of manhood, of light, give profound and grateful thanks for this great boon, this enriching, comforting agency which shall be a blessing to thy sons in the many years to come.

#### ADDRESS BY ALEXANDER P. KETCHUM, ESQ.

##### ON BEHALF OF THE CITY COLLEGE CLUB

Mr. Chairman, Ladies and Gentlemen:

There are present with us to-day graduates of our college to whom this day's events must be of peculiar interest. They were residents of our city many years ago, and remember the time when by popular vote the existence of the college was made possible.

Since these men graduated, fifty years have elapsed, and are completed, as it happens, almost simultaneously with the new era that begins for the college to-day, with all its fulness of promise.

Together with later graduates of the earlier period, those of the first class can recall the early trials of the Institution, the opposition in certain quarters to higher education at public expense, the complaints of taxpayers, threatened adverse legislation, and the unfriendliness, often, of the Press.

These menacing conditions no longer exist, or have lost their force, and so, amid most auspicious circumstances, our Alumni, young and old, welcome, with jubilant hearts, the new period, and the laying to-day of the cornerstone of the new building.

May we not consider this morning's ceremony the laying of the cornerstone of the intellectual future toward which the College can now confidently look forward, and is not the more material event, perhaps, of the afternoon, its appropriate accompaniment?

What more beautiful home could there be for intellectual activities than the graceful, capacious edifice that is now to rise on this magnificent site?

No longer need the more than twenty-five thousand men, mostly residents of our City, who have enjoyed instruction and training at the College, or her two thousand Alumni, whose love for their Alma Mater has been intensified by faithful filial service amid trying circumstances, be troubled by annoying apprehensions.

While the Alumni would not, perhaps, on this account be disposed exactly to "depart in peace" will they not now enjoy the rest of comparative serenity?

But never, we believe, will a call for co-operation from our new President, or the College Trustees (should occasion require), be unheeded or neglected by our Alumni. Their spirit of fervor and loyalty, so heartily manifested in the past, may be depended upon always.

In our rejoicings to-day we acknowledge the splendid work of the Trustees of the College and their indefatigable Chairman, Mr. Lauterbach, toward perfecting the City's ownership of the new site, and in securing, through a wise architect, the beautiful plans and designs for the new College Buildings. We thank them for the patient care and study with which they have sought a new President for the College, and congratulate them most heartily upon their admirable success.

We gratefully acknowledge the co-operation of Governor Odell and Mayor Low, and the Board of Estimate and Apportionment, and trust that their appreciation of the College and friendship for it will remain unabated.

And now, my friends, with more than half a century of life behind it, with a State Legislature which, during the last few years, has inaugurated grand provisions for the future home of the College, besides adding handsomely to its annual resources, with a constituency vastly increased through the advent of Greater New York, with an honorable record for the College in the past, and future possibilities of ever increasing scope, is not the present an appropriate time to sound the praises of the College, to

awaken enthusiasm for it among all classes of our citizens, and to be more proud of it ourselves, than ever before?

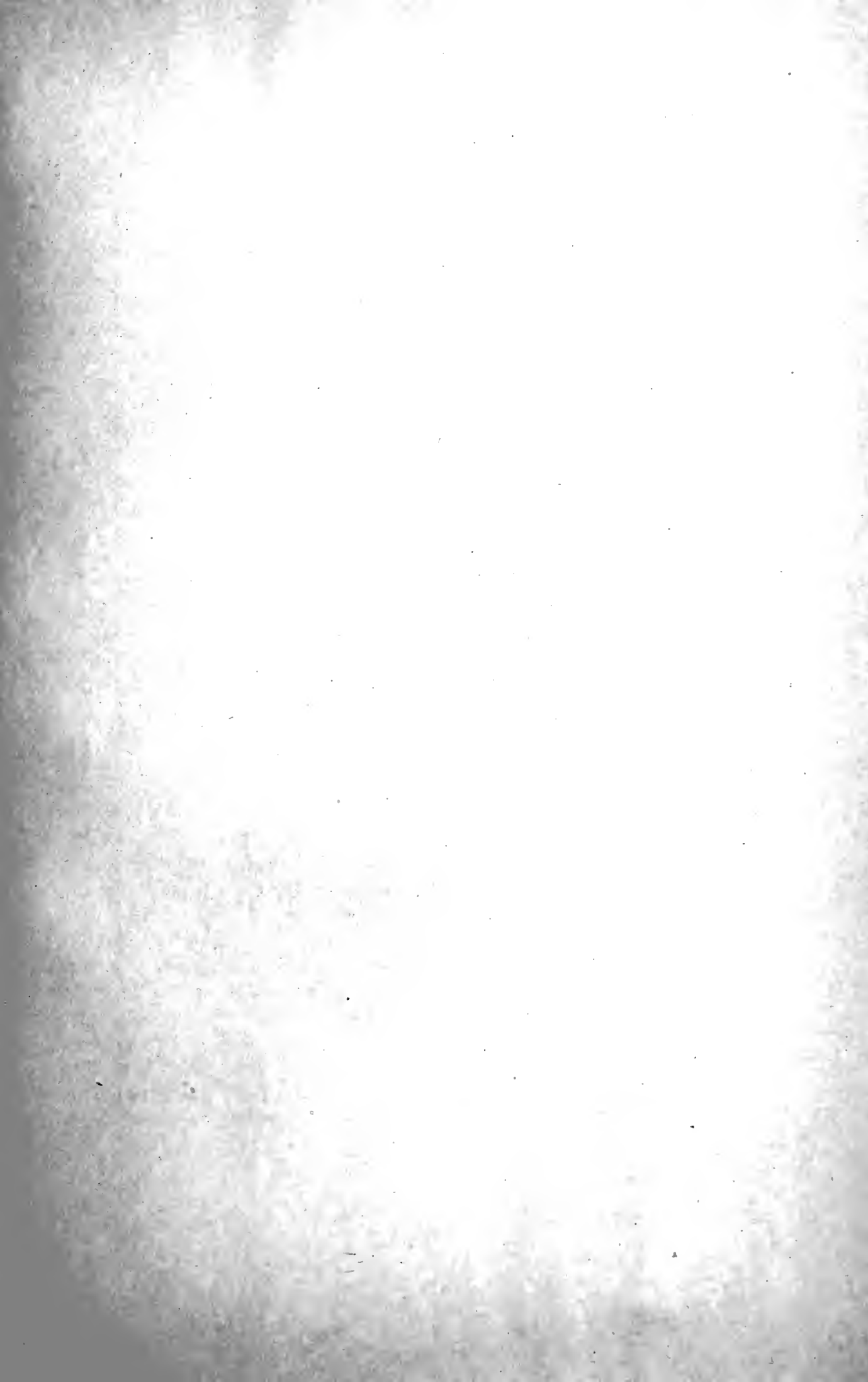
MR. LAUTERBACH: I desire to take occasion to express the thanks of the Board of Trustees to Lafayette Post for the courtesy which they have extended to us. No demand is ever made upon it for attendance upon an occasion at which it is necessary or appropriate to call attention to the days when our country was in great emergency, and when patriotic men came to its rescue, but that Lafayette Post is willing to undertake any labor, however great, that may be demanded of it. Again the Board of Trustees thank you most sincerely for your attendance, and will be glad to listen to General A. C. Barnes, Commander of the Post.

#### ADDRESS BY GENERAL A. C. BARNES

Ladies and Gentlemen:

At this late hour, after you have listened to such a galaxy of distinguished officials and eloquent citizens, the Commander of Lafayette Post can only claim your attention on account of his brave comrades, these venerable men who come down to you from a former generation.

Fifteen years ago, Mr. President, by the invitation and co-operation of your illustrious predecessor, who is an honored member of Lafayette, this Post presented to the College of the City of New York, the first national banner ever presented by an Army Post to an educational institution, as an emblem of liberty, as an incentive to patriotism, and as a memorial of the heroes who made and kept us a nation. The Soldiers of the Republic may very properly share in the new foundation of this famous old school of liberal arts. As the representatives of Force they bow before the shrine of Culture, which, in its natural development, will eventually make war impossible. Greatest of the sciences is the science of humanity. The practice of that often quoted maxim of Alexander Pope, "The proper study of mankind is man," will in the end bring about the absolute triumph





MECHANICAL ARTS BUILDING FROM COLLEGE GROUNDS



of mind over matter. It predicates that all disputes will be settled by mental processes which will establish the right unerringly. As in the Buddhist theory of a future state, the brutal nature engendered in man by the early struggle for survival will be refined away and give place to the calm and infallible "Body of Thought."

The first impulse of our race was to live; to live by acts of violence if need be, regardless of the cost to others. As civilization progressed, this unmitigated selfishness shamed itself away, and our ancestors, impelled by compassion for the weaker creatures, began to live and let live; and now, in this dawn of the Twentieth Century, there are many transcendent spirits who, by their acts of benevolence, prove that the highest precept of all is to *help live*—to live, to let live, and to help live, these three, and of these the greatest is to "help live," or Charity; and charity is the sweetest fruit of the noble tree of Education.

Attention, Lafayette Post! Rise! Present arms. Carry arms.

The veterans of Lafayette Post, Mr. Chairman, whom I now present to you, are here as friends of the College of the City of New York. They are not bloody-minded men. They hate war. They always hated war. They only took part in it because it seemed to be their sacred duty, and because the statesmen of that earlier day did not know how to establish the right by more rational methods. Within the walls of the institution which will arise upon this foundation, a noble doctrine will be taught—the doctrine of humanity, of which I have spoken, and thus the future leaders of the Commonwealth will learn to govern on broader, safer lines; then the soldier's occupation will be gone. No more alarms of war; no more armies and navies; no more waste of substance; no more distress of violence. For the College of the City of New York will lay this time-honored injunction on its graduates: "still in thy right hand carry gentle peace; be just and fear not; let all the ends thou aim'st at be thy Country's, thy God's and Truth's."

## BENEDICTION

BY THE REV. SAMUEL SCHULMAN.

Oh, Lord, our God, Thou art the source of our life and strength. Thou inspirest our holiest hopes, and help-est us to translate them into events. We lift our hearts unto Thee in gratitude for this day of joy to our Alma Mater, so rich in manifold blessings. Oh, God, if Thou dost not build the house, in vain do the builders labor. If Thou doest not watch the city, in vain does the watchman watch. We pray Thee give Thy blessing to this work begun to-day. May no injury come to those who labor to rear the walls. May a spirit of peaceful co-operation and mutual good-will unite to prevent delay in the completion of this building, to which our hearts have been yearning for so long a time. Grant that the ideals which have animated those who have planned and who are guiding this enterprise be realized. Bless him, Oh, God, who has been formally consecrated this morning to the post of leader of our beloved College. Give him wisdom and strength and power to attain the highest ideals of complete education as embodied in the City's College, and may he receive the approbation, the esteem and love of all. Bless, Oh, God, the buildings, when they shall have been completed. May they be looked upon as a joyously sought home, to which shall come the young men, sons of all the citizens of this great City, to receive that culture of mind and heart which shall enable them in a true spirit of education and democracy to acquit themselves as men and high-minded citizens.

Bless, Oh, God, this our beloved City. May it continue to grow not only in wealth, but in virtue, and may it look upon this College of the City of New York as the most beautiful jewel in its diadem of works of beneficence. Bless all who are gathered here this afternoon. May they recognize that in the spirit of search for the truth and

righteousness and of the loving social service, they are united, despite differences of thought and creed, as brethren in the presence of Thee, our Father in Heaven. Bless us all, Oh, Heavenly Father, in accordance with Thy abundant grace.

*Yevorechecho Adonoi Veyishmerecho Yaer Adonoi panav ailecho Vichunecco—Yissa Adonoi panav Ailecho Veyasem lecho Shalom.*

May the Lord bless thee and guard thee. May the Lord let His countenance shine upon thee and be gracious unto thee. May the Lord lift up His face unto thee and give thee peace. Amen.



## THE ELECTION AND INSTALLATION OF JOHN HUSTON FINLEY, LL.D.

### AS PRESIDENT OF THE COLLEGE OF THE CITY OF NEW YORK

At a meeting of the Trustees of The College of the City of New York, held on April twentieth, nineteen hundred and three, at which all the Trustees were present, John Huston Finley, LL.D., was unanimously elected President of The College of the City of New York.

Prior to the election of President Finley, the Committee appointed to tender to him the presidency of the College reported that he had signified his willingness to accept the office, should it be the unanimous wish of the Board that he undertake the duties thereof.

At the same meeting, a resolution was adopted providing for the appointment of a committee to make arrangements for the installation of the President and the laying of the corner-stone of the new College buildings. The Committee, as appointed by the Chairman of the Board, consisted of Mr. Putzel, Chairman, Mr. Lauterbach, Mr. Byrne, Mr. Taft and Mr. Miller.

At the meeting of the Board held on June fifteenth, the Committee of Arrangements reported a proposed order of arrangements, acceptable to the President, and recommended that the installation of the President and the laying of the corner-stone of the new College buildings take place on Tuesday, September twenty-ninth, nineteen hundred and three.

Under the direction of the Committee an engraved invitation bearing the seal of the College was prepared, and addressed to the President of the United States, ex-President Grover Cleveland, the Governor of the State of New York, the Mayor of the City, and to other prominent officials of the United States, State and City; to presidents and professors of universities and col-

leges, and to representative educators throughout the United States, to the clergy of the City, to members of the alumni, and to representative citizens.

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## HISTORICAL RECORD

### THE FREE ACADEMY

The College of the City of New York, originally entitled "The Free Academy," was established under the auspices of the Board of Education of the city, holding office in 1846-47. The grounds for this action are indicated in the following representation made in the annual report of the body for that year: "It has long been a source of regret to many citizens entertaining a lively interest in the cause of public education, that there exists in our city no institution of a higher grade for the gratuitous instruction of those pupils who have completed their primary education in our Common Schools."

The members of this Board constituted the founders of the College, and among them Mr. Townsend Harris, its President at that period, appears as the most prominent mover. The first official step was taken at a meeting held July 27, 1846, when, upon a resolution offered by Mr. Harris, a committee was appointed to consider the propriety of applying for the appropriation of a portion of the Literature Fund of the State, created to encourage the founding of academies and classical schools, toward the support of "a High School or College" in this city for the benefit of those scholars who desired to continue their studies beyond the public school curriculum. On January 20, 1847, this committee, with President Harris as Chairman, reported in favor of "a Free College or Academy," and upon its recommendation the Board voted to memorialize the Legislature of the State for the establishment of the proposed institution. The committee appointed to draft the memorial consisted of President Harris, Mr. Joseph S. Bosworth and Mr. James L. Mason. In response to

this appeal, the Legislature, by Act of May 7, 1847, empowered the Board of Education to establish the institution, purchase a site therefor, erect a suitable building or buildings, and assume full control and direction. Its name, under the Act, was to be the Free Academy, and its purpose was declared to be the extension of "the benefits of education gratuitously to persons who have been pupils in the common schools of the said City and County of New York." By requirement of the same Act, the question whether such an Academy should be founded was submitted in the first instance to the suffrage of the people of the city at the School and Judicial election, held on the first Monday of June, 1847, when 19,404 votes were cast in the affirmative and 3,409 in the negative.

A building for the Academy, the one now occupied by the College, was begun in November, 1847, and completed in the following year. On January 15, 1849, the first entrance examination was held—the first class admitted containing one hundred and forty-three students. On January 27th following, the formal opening exercises were held in the building. Addresses were made on the occasion by Robert Kelly, Esq., then President of the Board of Education, the Hon. William F. Havemeyer, Mayor of the city, and Horace Webster, LL. D., the Principal. Officers and instructors were also presented as "the first faculty of the Free Academy."

In the year 1854 the Legislature advanced the grade and privileges of the institution by authorizing the Board to confer upon its graduates the usual collegiate degrees and diplomas in the arts and sciences.

#### CHANGE OF NAME

##### THE COLLEGE

The growth of the Academy during the first sixteen years and the collegiate character of its work determined the Board of Education to secure a change in its name, and by Act of the Legislature of March 30, 1866, the institution was erected into a

separate and distinct organization and body corporate, to be known as "The College of the City of New York." The Act invested it with the powers and privileges of a college pursuant to the Revised Statutes of the State, rendering it subject to the same provisions governing other colleges in the State, and to the visitation of the Regents of the University.

In the year 1882 the Legislature repealed so much of the statutes relating to the College as had made one year's attendance at the public schools of the city a requisite for admission, thus opening the College to all young men of the city of proper age and sufficient preparation.

#### GOVERNMENT

From 1847 until 1866 the affairs of the Free Academy were under the management of an annually appointed Executive Committee of the Board of Education. By the Act of March 30, 1866, the Board, as such, ceased to be the governing body but its members remained, *ex officio*, the Trustees of the College, subject to the duties required of the trustees of all colleges in the State. These Trustees also committed the general direction of the College to an Executive Committee.

In May, 1900, by amendment of the foregoing provisions, an Act of the Legislature made a further change in the government of the institution by creating a new and distinct Board of Trustees, composed of nine members, to be appointed by the Mayor of the city, charged with the sole care and control of the College. Of this Board, the President of the Board of Education is, *ex officio*, an additional member. The appointive members serve for nine years each.

















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